

DISTRICT SCHOOL JOURNAL, OF THE STATE OF NEW-YORK.

VOL. V.

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No. 7.

TERMS

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NOTICES.

ALBANY.

School Celebration in New Scotland, at the Union Church, Oct. 1.

Albany City Celebration of the District Schools, Oct. 18.

Teachers' Convention for Albany County and vicinity, will be held at Albany on the 19th of October. Town Superintendents are requested to exert themselves to secure a general attendance of the Teachers. Addresses will be delivered by T. H. Palmer, Esq. of Vermont, the author of the Teachers' Manual, and Dr. Porter of Union College.

ALLEGANY.

The third term of the Teachers' Institute will open at Pike on Monday the 7th day of October, and continue two weeks. Mr. Fowle, a distinguished lecturer from Boston, will be present.

CHEMUNGO.

The Fall Term of the Teachers' Institute will be opened in the Court-House at Norwich, on the 2d of October, and continue for ten days.

CAYUGA.

County Institute will be in session at Auburn, from Oct. 1 to Oct. 12.

COLUMBIA.

County Convention of Town Superintendents, will be held at the Court-House in Hudson, on Friday, the 18th of October.

RENSSELAIRE.

A School Celebration will be held at Troy, on the 16th of October.

SARATOGA.

A County Convention of Town Superintendents, and a Celebration of the Schools of Milton and Ballston Spgs, will be held on the 16th of October at the Court-House at Ballston.

SENECA.

County Institute will open at Waterloo on the 26th Oct.

SUFFOLK.

A County Convention of Town Superintendents, Teachers and friends of Education, will be held on the 2d Oct. at Riverhead.

COUNTY APPOINTMENTS OF T. H. PALMER, ESQ.

Cayuga co. Auburn, Oct. 7 and 8.

Warren co. October 11 and 12.

Saratoga co. at Ballston, Oct. 15.

Rensselaire co. at Troy, Oct. 16.

Albany co. at Albany, Oct. 19.

Broome co. at Binghamton, late in October.

OFFICIAL.

STATE OF NEW-YORK—SECRETARY'S OFFICE.
DEPARTMENT OF COMMON SCHOOLS.

NORMAL SCHOOL.

To COUNTY SUPERINTENDENTS OF COMMON SCHOOLS.

Preparations being in progress for the establishment of a Normal School in the city of Albany, under the law of the last session, it is deemed proper to call the attention of the county superintendents to the subject, and to apprise them of the services which will be expected of them in the premises. Without being able, at the present time, to ascertain the exact amount which it will be necessary to expend for apparatus, and for securing the services of competent teachers, it is believed by the Executive Committee, that the means at their disposal, will enable them to maintain at the school, free of expense to the pupil for board and tuition, at least one hundred and twenty-eight scholars. In lieu of board, however, an equivalent in money will be paid, of seventy-five cents or a dollar per week, as the funds shall warrant. As the funds to sustain the school belong to the people of the state, it is just that this bounty should be equally distributed. Perhaps no rule more equitable can be devised, than to apportion the pupils among the several counties, on the ratio of the representation in the House of Assembly. And it is believed, that the several boards of supervisors, with the proper information before them, will constitute an unexceptionable tribunal to make the proper selection or selections for their respective counties.

It is to be presumed that no one will apply for admission as a pupil into the Normal School, who does not intend to pursue the business of teaching as a profession. Indeed, the great and only object of the school will be, to communicate in the best manner, both the science and the

art of teaching; and it would therefore, be, to a great extent, the loss of the time of the pupil who should afterwards pursue any other occupation. It is required of each county superintendent, that he should possess himself of the necessary information, either from his own knowledge, or by communication or correspondence with the town superintendents, and other intelligent individuals, to enable him to present to the supervisors, the names of all the worthy and well qualified applicants of his county, whether male or female; if males, of the age of eighteen years or over; if females, of the age of sixteen years or over. Where the county, however, is entitled to but one pupil, it is desirable that such pupil should be a male, so that there may be at least one male pupil from each county in the state.

The county superintendents will present to the supervisors, the names of none, who would not, in respect to moral character and literary acquirements, be entitled to receive a certificate as a teacher of common schools. It is not the design or province of a Normal School, to communicate to its pupils the elementary departments of knowledge; but to perfect them in those departments, and above all, to mould their habits and discipline their minds in the *art of teaching*. For this purpose model classes will be provided, of all the grades which are ordinarily presented in our common schools; which classes the pupils will be required alternately to teach, under the supervision of the principal. In selecting names to be presented to the supervisors, the merit, alone, of the applicants should be regarded. The general intellectual and scientific acquirements, the purity of moral character, the amenity of disposition, and the capacity to communicate instruction, (*aptitudinem docendi*), should be the only passports. Neither sect, nor creed, nor party, nor poverty, nor riches, nor connexions should have the least influence in the selection. He, by whom we are all to be judged is "no respecter of persons;" and any less perfect rule, any other standard than mental qualities and acquirements, would involve favoritism and partiality, and should be sedulously avoided.

If one hundred and twenty-eight pupils carefully selected, and with all the desired qualifications, can be properly and thoroughly trained at the proposed Normal School, in the best system of teaching, they will be able, on returning to their respective counties, not only to reduce this system to practice, but to communicate to a very great extent to teacher's institutes and other

similar local institutions, all the improvements with which their minds may have been stored. And it is in the hope that these local institutions will be continued and multiplied throughout the state, that it has been deemed desirable to secure the attendance upon the Normal School of one male pupil, at least, from each county, who might afterwards become a member of the teacher's institute of his county, for the purpose and with the view of introducing the system and the principles adopted at the state institution. It is not to be understood, however, that the number of pupils in the Normal School will be limited to one hundred and twenty-eight. Additional numbers of well qualified pupils, from any part of the state, will be received to as great an extent as may consist with the accommodation of the institution, on such reasonable terms of tuition as may be deemed expedient by the Executive Committee. Reasonable notice will be given of the time when the school will be ready for the reception of pupils.

Such is the general outline of the plan in view. The establishment, by law, of a Normal School in this state, is a novelty which, like all proposed changes or improvements, is doubtless, destined to encounter prejudice and opposition. Mankind are so often imposed upon by quacks and impostors, who are stimulated alone or chiefly by theoretical impulses or by pecuniary or personal interest, that it is not strange that suspicion and incredulity should be awakened on every proposed alteration in the management of human affairs. Experience, to every observing mind, has established the fact that ninety-nine in the hundred of the assumed inventions, discoveries and changes which are trumpeted to the world as improvements, have derived their origin from the visionary brain of the theorist, or the pecuniary aspirations of the artful and interested. We ought, then, to expect, as a matter of course, that he who has been often cheated will be suspicious; and that those who have witnessed the exposure and explosion of hundreds of new and visionary bubbles, will be strongly inclined to suspect that every new scheme is visionary. It has been the fate, in all ages, of every useful improvement to share this suspicion. Whoever can recollect back for thirty or forty years, will remember with what protracted doubt and suspicion, the present improved plough was able to supersede the old instrument with its wrought-iron share and coulter, and its wooden mould-board. It is only by repeated demonstrations of utility that changes, of any description, in the ordinary routine of

life, can be established. If the contemplated Normal School shall be properly organized and judiciously conducted, it will, in a short time, obviate doubt and silence opposition. But any serious mistake in the commencement, would be fatal to its future progress: and every improvement in the education of the young, which may have been anticipated from such an institution, would thus be indefinitely postponed.

These schools were first established in Prussia; and since that period have been gradually adopted by nearly every nation in Europe. Like all human improvements, their progress has been slow but sure.

As the word *Normal* is not of common occurrence in ordinary books, it may be well to spend a moment upon its etymology and meaning. It comes from the Latin *Normalis*, and that adjective from the Latin noun *Norma*,—a term used by the best Roman authors to designate a fundamental rule, pattern, standard, or model, as the following extracts will show:

"Natura norma legis est."

CICERO.

"Nature is the rule of law."

"M. Cælius, exactissima norma Romanæ frugalitatis."

PLINY.

"M. Cælius, the most exact pattern of Roman frugality."

"si volet usus

Quem penes Arbitrium est et jus et norma loquendi."

HORACE.

"If custom wills, which is the arbiter the right and the standard of speaking."

"Vitam ad certam rationis normam dirigens."

CICERO.

"Directing life to the true standard of reason."

"Demosthenes norma oratoris et regula."

PLINY.

"Demosthenes, the standard and rule of an orator."

Both the Spaniards and Italians adopted the Latin noun *norma* into their languages; and this word is now used by each of those nations to mean a *fundamental rule, pattern or standard*,* and sometimes also, as it was by the Romans, to mean a *square or rule* by which material objects are measured. The English, as well as the French and Germans, instead of the noun, adopted the adjective *normal* from *normalis*: and it is used by English authors as descriptive of any rule, pattern or standard which is *conformable to the laws of nature*. When, for instance, writers on animal or vegetable physiology speak of the *normal state* of an animal or a plant, they mean its *natural, healthful and*

vigorous state. Medical writers also designate the *natural condition* of the human body, by the adjective *normal*. A *normal school* should, therefore, be understood to mean a *pattern school*, founded on the laws of nature,—a school, the instruction and discipline of which is adapted to the natural powers, faculties and propensities of the human mind.

Let a child of five or six years old be familiarly associated, for a week, with twenty-six other children, and he will learn to discriminate each one from all the rest, and to address each by his proper name. Or place him in a flower garden, pointing out to him its beauty and fragrance, and he will, in a short time, learn to call by their appropriate names, twenty-six different flowers, as the rose, the tulip, the peony, &c. How does it happen, then, that the same child, according to the ordinary method of instruction, must undergo a painful drilling of from three to six months to fix in his memory a recollection of the twenty-six letters of the alphabet? The answer is, that the first is the *teaching of nature*, or the *normal method*, and the last is its antagonist; the first is the wise plan of the Creator—the latter the despotic rule of the dark ages. Every human being, possessed of ordinary endowments, is born with the innate desire to learn and to know: hence, the inquisitiveness of children is universally proverbial. To cultivate and to gratify this propensity—to attract and not to repel—is the business of the educator. If a child could be inspired, by his preceptor, with the same desire to know the letters of the alphabet, as he entertains to become acquainted with his playmates and to discriminate the flowers—if he could be made to appreciate the beauty and the fragrance of that knowledge to which the alphabet is the key, he would master each letter with the same pleasure and alacrity that he exhibits in learning the face of a new companion, or in cultivating an acquaintance with the rose. That this, to a great extent, can be accomplished, there is no reasonable doubt. Every department of knowledge can be made interesting to the pupil, in the hands of an accomplished teacher: and in the same proportion that it becomes interesting, will its acquisition be rendered expeditious and easy. The old method of dull routine, compelling the pupil to commit to memory, without explanation, the abstruse rules of some favorite textbook,—requiring him, for instance, to repeat, as an explanation of the rule of proportion, direct or inverse that "where more requires more, or less requires less," it is one way, but that "where more requires less, or

* In the beautiful ode to Solitude of the Spanish Poet, Juan Melendez Valdez, the following line occurs.

"Te se divini norma est compassa."

"And to thy divine standard (the mind) conforms itself."

less requires more," it is another; requiring him in subtraction, to make the big figures in the lower line, borrow and pay, as though figures, like men, might become bankrupt, if not favored with a loan from a friend—all this repulsive and senseless jargon must be exploded, and a more natural or *normal* system, introduced into our schools before their practical usefulness can be fully realized.

Every teacher should be so much a master of the branches he professes to teach, as not to require, for his own use, any aid from text books. To enable him, for instance, to communicate a knowledge of arithmetic, the powers and properties and laws of numbers, in all their details, should be so familiarized to his mind, that by the most clear and simple illustration, he may be able at once to explain and to obviate every difficulty and impediment in the path of his pupils. Obstructions present themselves to the minds of the uninitiated, in every department of knowledge; and the skill of the teacher is best manifested in his ability to reduce both the number and magnitude of these obstructions,—to communicate a knowledge of the subject, instead of its mere definition,—to lead the mind of youth by a smooth, easy and regular ascent from the lesser to the greater and from the known to the unknown—and thus to strew flowers and perfumes in the hitherto rugged path of science.

A spirit of improvement in the art of teaching and in the science of education is now abroad in the State. Many able teachers are found, who, guided by the lights of their own vigorous understandings, have successfully introduced *normal* methods of communicating instruction. The opinion that a school founded for this express purpose, will be wholly useless, may be, and doubtless is, entertained by some. But the mass of our fellow-citizens, who have witnessed within the past few years the great and numerous improvements which have taken place in many of the arts of life, will scarcely entertain the belief that education alone is to stand still, and to remain a solitary exception to the general rule. The assumption that the present and future generations of the young, are destined to spend the same time and labor as their predecessors in acquiring a meagre knowledge of the multifarious works of the Creator, and of the beautiful and harmonious laws by which they are controlled; while it would afford the most melancholy reflection to the philanthropist, fortunately finds no countenance either in the experience of the past, or in the reasonable probabilities of the future. Upon every pillar of the

great structure of modern civilization are legibly inscribed "Improvement and Progress." And should we fail to be prompted to vigorous exertion in the cause of education, by this universal admonition, we should be untrue to ourselves, to our children and to our country.

S. YOUNG.

DUTIES OF COUNTY SUPERINTENDENTS.

NO. 1.

By the provisions of the acts of 1841 and 1843, it is made the duty of the several County Superintendents of common schools:

1. To visit and examine all the schools and school districts committed to their charge, as often in each year as may be practicable, having reference to the number of such districts; to notify the town superintendent of common schools of the town, of the time appointed to visit the schools in such town, and to invite such town superintendent to visit with him the said schools, and with such town superintendents, if they or any of them will attend at such visits, or without their presence, at any time to inquire into all matters relating to the government, course of instruction, books, studies, discipline and conduct of such schools, and the condition of the school-houses, and of the districts generally; and to advise and counsel with the trustees and other officers of school districts in relation to their duties, particularly in relation to the erection of school-houses; and to recommend to such trustees and the teachers employed by them the proper studies, discipline and conduct of the schools, the course of instruction to be pursued, and the books of elementary instruction to be used therein:

2. To examine persons offering themselves as candidates for teachers of common schools, and to grant them certificates of qualification in such form as shall be prescribed by the Superintendent; which certificates shall be evidence of the qualification of such teachers in every town and district of the county for which such county superintendent shall be appointed, or they may be special, in which case the town in which such applicant shall be authorized to teach shall be specified; and such certificate shall be in force for a term not exceeding one year:

3. By and with the consent of the town superintendent to annul any certificate of qualification granted by the latter to any teacher, whenever such teacher shall be found deficient; and to annul any certificate granted by themselves, whenever they may deem it necessary or expedient:

4. And generally, by all the means in their power, to promote sound education, elevate the character and qualifications of teachers, improve the means of instruction, and advance the interests of the schools committed to their charge.

They are also, by the act of 1843 invested with original jurisdiction in all cases of appeal arising under any of the provisions of the school act; and their decision on such appeals are declared final and conclusive unless duly appealed from to the State Superintendent, within fifteen days after the service of a copy of such decision, upon the parties respectively.

The extent, variety and importance of the powers here conferred and the duties imposed, and the influence which their efficient discharge must necessarily exert upon the interests of popular education, will abundantly justify a careful examination of the wide field of labor and of usefulness thus opened to this class of officers.

And first, with reference to the visitation and inspection of schools. The experience of the most enlightened educators of our own and other countries, and the concurring testimony of all writers on this topic, coincide in placing the influences exerted on our institutions of elementary public instruction, by frequent visitation and thorough inspection, at the head of the most efficient means for their advancement and improvement. To these more than to any other source, or to all other sources combined, are to be attributed the superior excellence and comparative perfection of the schools in Prussia, Germany and Holland. Deprived of these, the most varied and profound attainments on the part of the teacher, the most judicious system of culture and discipline, and the most liberal public or private appropriations in aid of popular education, will not accomplish the great object which all should have in view. The invigorating effects of a faithful and systematic supervision, alone can maintain that pervading sense of responsibility on the part of the teacher and that consciousness of a sympathetic interest beyond the limits of the school-room, on the part of the pupils, which furnish the aliment and the excitement to the labors of both. The county superintendent is presumed to be in all essential respects well versed in the science of education: to be master of its principles, as well comprehensively as in detail; to be conversant with the best and most approved modes of instruction, of government and of discipline: to be acquainted with the practical operation and results of different systems of mental culture, and capable not merely of distinguishing between such as are, upon the whole, best adapted to the purposes in view, and such as are defective in principle and untenable in theory, but of discriminating between the systems themselves and their administration; of judiciously separating what is unsound and impracticable in each, from what, in itself and when properly administered, is valuable and worthy of adoption; and of so combining the varied excellences of all while he rejects every admixture of evil, as to secure and perpetuate a firm basis upon which future improvements may be superinduced. The frequent presence, advice and counsel of such an officer cannot fail of exerting a marked influence on the progress of the school. The information which he is able to communicate respecting the condition of other schools in the town and in the county—the encouraging assurances which he gives of the interest manifested in every section of the state—in adjoining states—in Europe—on the subject of that great system of elementary public instruction, of which the humblest and most obscure school forms a part—the improvements which he suggests—the inducements he holds out—the hopes he encourages—and the enthusiasm he imparts to teacher, to parents, and to pupils—all these motive-powers to enlightened and persevering effort in the attainment and diffusion of knowledge, are eminently conducive

to the steady advancement and rapid improvement of our common schools. Without these—swarms of mere pedagogues—vapid pretenders to knowledge—lifeless drones expelled from every other department of industry, for their unfitness and want of capacity, will find a safe and unquestioned retreat where they should most vigilantly be excluded, where they cannot fail of accomplishing the most disastrous results—where they poison the very fountains of knowledge and character and happiness—and sow in profusion those seeds of idleness, of ignorance, and of vice, which no after culture can effectually eradicate. Without these the most impracticable and absurd systems of mis-called instruction are perpetuated—a monotonous and unintelligible routine of dull formalities is repeated for days and weeks and months, without the communication of a single new idea, or the inculcation of a solitary principle of virtue; the bodies and the minds of the unhappy victims of ignorance and credulity are oppressed and perverted; and the season of youth and innocence and enjoyment—the period when, under more genial and enlightened auspices, the glorious light of the sun, and the inspiring breezes of Heaven, are not more welcome to the buoyant energies of the physical nature, than are knowledge and instruction to the mind—this brief and beautiful spring-time of life—so brief, so evanescent, and yet so rich with the germs of future progress and expansion—becomes the darkest, the most hopeless and most gloomy period of existence. The history of the past, in this respect, abundantly confirms the accuracy of the picture here drawn. S. S. R.

THE DEAF AND DUMB.

THE following statement is made for the benefit of those who may wish to be informed of the conditions of admission into the New-York Institution for the Instruction of the Deaf and Dumb, and the steps necessary to be taken in order to secure it.

The Legislature of the State of New-York has made provision for the education of sixteen deaf and dumb mutes from each senate district, whose parents or guardians are unable to support them at the institution. The law provides that the selections shall be made of those *between the ages of twelve and twenty-five years*. This feature is a benevolent one, for as the chief object of the institution is to cultivate the mind, that period in the life of a deaf mute is chosen in which this can be best effected. Those who would avail themselves of this public provision, in the education of their children and wards, must make application to the Superintendent of common schools at Albany, accompanied by a certificate of the overseers of the poor of the town, to the following effect:

"This may certify that A. B., of the town of C., county of D., has set forth to the undersigned, overseers of poor of said town, that he has a deaf and dumb son, (or daughter,) named J. B. who was — years old on the — day of — past, whom he is desirous of having admitted into the New-York Institution for the Instruction of the Deaf and Dumb, but that he is unable to meet the expense of his (or her) education. The undersigned, having inquired into the circumstances of A. B., believe the statement to be true,

and hereby recommend his case to the favorable consideration of the Superintendent of Common schools."

[Signed] "P. M. } Overseers of the Poor
"O. W. } of the town of —."

If the parent is unable to furnish clothing, the fact should be stated in the certificate to the Superintendent. Clothing may be furnished at home, or at the institution, at cost, as the parent or guardian may desire, or the institution will engage to furnish it for twenty dollars per annum, payable in advance.

The time of admission is at the beginning of the session—on the first day of September—when a new class is formed. It is very important that those who intend entering the institution during the year should apply in season, so as to be able to join at that time. Late admissions operate to the detriment of the pupils themselves and the hindrance of the class.

Relative to the admission of those who are educated at the expense of their friends, the undersigned may be addressed directly.

H. P. PEET.

Principal of the New-York Institution for the Instruction of the Deaf and Dumb.

New-York, July 5th, 1844.

P. S.—Papers in this city, and interior of the state, will confer a great benefit upon the class for whose benefit the foregoing notice was designed, by giving it an insertion.

PROGRESS OF EDUCATION.

COUNTY AND TOWN SUPERINTENDENTS; THEIR PLANS, THEIR LABORS, AND THE RESULTS.

[From the Perry Democrat.]

ALLEGANY.

PERRY COMMON SCHOOL CELEBRATION.

On Thursday the 5th of September, the Common Schools of this Town held a Celebration at Perry Centre. At an early hour in the morning the several Schools, with a large body of spectators, assembled in the beautiful grove, situate between Dr. Nivens' residence and Perry Centre, where a convenient stage and seats had been prepared to receive them. A more delightful spot could scarcely have been selected for such a purpose. The number of scholars in the processions belonging to the schools of Perry, was 456; these were joined by 190 from Castile and Covington, making 646. Besides these there were a large number of children as spectators. The whole number of persons present could not have been less than 10 to 12 hundred. There was a fine display of banners and flags, bearing appropriate mottoes and devices, some of which were very tastefully trimmed. No. 10 especially took our eye—but all were neat. The exercises, were opened with Prayer by the Rev. Mr. Spoon. The Recitations and Exercises by the Schools, were admirable. The first, by the schools, in concert, were well performed. Recitations were heard in Algebra, French, Astronomy, Geography, Arithmetic, English Grammar, Reading, Orthography, and Singing. The Spelling by the Schools, from Sanders' Town's, and Elementary Spelling Books, was for a Prize; and was in truth on all accounts, a masterly performance:—five of the Schools—Nos. 3, 4, 5, 7

and 14, not missing a word. For distinct utterance of every letter, clear pronouncing of every syllable, and final and full pronunciation of the words, we have not seen their equal as a body. The Prize was equally and properly divided between the five Schools named above.

At noon the whole assemblage partook of a cold collation bountifully provided on a table spread in the woods, with excellent taste, and embracing all the delicacies of the season.

The Perry Band was present, during the whole day, and enlivened the scene with many appropriate airs. The singing by the schools also afforded much pleasure and amusement. And we would here remark, that we are glad to observe the introduction of this inviting feature of education into our common schools; for a love of chaste song is one of the most beautifully significant keys to national character. Among the songs sung by the Schools at this celebration, was one composed for the occasion, and given with very pretty effect by School No. 5, under care of Miss TONE, and one of the Schools that shared the Prize.

At the conclusion of the exercises W. RILEY SMITH, Esq., of Attica, delivered an address, full of useful information, and urgent appeal. His remarks respecting teachers were particularly to the point; he pointed to the responsibility resting upon them, and looking back to the days when he himself belonged to that class, he frankly acknowledged his incapacity at that time, regretted the vast good he might have done under a proper knowledge of his vocation, but which satisfaction was lost to him; and directed attention to the flood of light that has since been shed upon School Education, the deep interest now felt in its promotion, and the advantages which Teachers now possess and should appreciate. Mr. S. addressed the assemblage at great length, and with his usual ability.

The next speaker called upon was Rev. J. R. PAGE, of Perry, who responded in some forcible and appropriate but brief remarks upon the calling and aim of teachers, which was listened to with satisfaction; and may be treasured up by Teachers much to their benefit.

JOSIAH ANDREWS, Esq., of this village, next came forward on a call, and in a short and pointed speech clearly illustrated the position that the permanent prosperity of the nation and the perpetuity of her institutions, depend mainly upon the general diffusion of education; that the present educational movement is a new era in the history of our country; and for its salutary effects already upon the community, we need only look around upon the spectacle before us.

Mr. C. A. HUNTINGTON, of Perry Centre, would defer his remarks, on account of the lateness of the hour; but gave his hearty concurrence to the enterprise. Mr. H.'s labors in the cause of education among us have been highly useful.

JUDGE STEVENS, the County Superintendent, has labored efficiently and industriously in this great cause. He made some very sensible remarks upon various matters connected with this subject, and very properly urged upon teachers and parents, to read the Common School Journal,—it is certainly a useful work, but needs some improvements in its management; still, had we the control of a District, no trustee or superintendent, or inspector should be elected,

nor teacher should be hired, who did not pay for and regularly read the Journal.

On the whole, these celebrations must be productive of much good, in various respects; particularly in exciting a proper emulation among parents, scholars, and teachers, to have their respective districts excel; let them be encouraged—the expense will be amply saved in the increased amount of education acquired by them.

The spectacle before us on that day, as well as like exhibitions in other towns, evinces the lively interest that is being felt on this subject; and shows to some extent what may be done when zeal and energy are exercised in this most important enterprise.

CHENANGO.

The following extract from the circular of the able county Superintendent of Chenango, shows the spirit that now impels the great educational movement in this state. Nor is Chenango alone, we rejoice to say, in using the same admirable means to promote the first interest of society—the education of its youth.

CHENANGO COUNTY TEACHERS' INSTITUTE.

The fall term of this Institute will be opened in the Court-House in Norwich, on Wednesday, the 2d day of Oct. next, and continued for 10 days.

The instruction of the Institute will be under the supervision of M. G. McKoon, A. M., assisted by D. R. Randall, Co. Supt., James M. Banks, Lewis Post, Esq., of Bainbridge, Isaac N. Mason, Esq., & Wm. R. Childs, Town Supt. of Norwich, and other competent instructors. One or two experienced female Teachers are also expected to aid in the instruction. Lectures will be delivered through the session by the following named gentlemen, viz.: S. S. Randall, Gen. Dep. Supt., Albany; Chas. Davies, L. L. D., late Prof. of Mathematics in the Military Academy at West Point; James Henry, Jr., Co. Supt., Herkimer Co.; Rev. Wm. M. Richards of Norwich; M. G. McKoon, A. M., B. F. Taylor, A. M., James M. Banks, Esq.; and addresses from others are also expected. Two lectures each day may be expected, aside from the familiar oral lectures and illustrations during the recitations. The introductory lecture will be given at 11 o'clock, A. M., on Wednesday, by M. G. McKoon, the Principal of the Institute, immediately after its organization and the order of the exercises for the session is announced.

The object of the Teachers' Institute is doubtless well known to be the instruction of teachers of Common Schools in the duties peculiar to their profession. It is proposed to do this by illustrating in their presence the modes of imparting instructions in the various branches pursued in Common Schools, from the Alphabet to the highest studies taught in them, and to discuss by lectures and otherwise, the principles to be observed in the management of schools, and all those subjects connected with School keeping, which are considered of especial importance to inexperienced teachers. Teachers who have had experience, may, it is hoped, witness exercises confirming their practice, or convincing them of their errors. It is confidently believed that teachers, by thus assembling together; by con-

versation with each other respecting their duties or success; by communicating to each other the improvements in modes of teaching within the knowledge of any of them; by hearing lectures and discussions upon their various duties, and by witnessing a practical application of those principles and modes of teaching from experienced instructors, may, in the short space of ten days, make greater acquisitions in the theory and practice of teaching, than by any other mode in months, if not in years.

From the high reputation of the persons engaged to deliver lectures and instruct the classes, the exercises cannot fail to be of a very practical character, and of the most valuable kind to those who design to become teachers of youth. All those, both male and female, who design to teach the schools of Chenango Co. during the ensuing winter, are earnestly invited to join the Institute; and it would seem, that teachers who duly appreciate the importance of their office, will be sure to avail themselves of the opportunity offered under circumstances so favorable, to become acquainted with the principles to be observed in the education of youth. The importance of previous discipline, to a successful discharge of the teachers' duties has been so fully attested by the most eminent instructors in our country, as to admit of no doubt of the utility of such temporary Normal Schools as the one herein proposed.

DAVID R. RANDALL,

Supt. of Com. Schools for Chenango Co.
Oxford, Sept. 4th, 1844.

FRANKLIN.

Bangor, Aug., 23, 1844.

DEAR SIR—Feeling a lively interest in the advancement of common school education, I send the following account of a School celebration in Brandon, for publication in the Journal, if you think it worthy.

On the 26th inst. the common schools of the town of Brandon met at the Centre school-house, agreeably to the notice of James H. Holland, Esq., the worthy town superintendent, for examination. Prayer having been offered, Miss Andrews' school sang a few beautiful children's songs, and then for more than an hour question and answer followed in quick succession, showing the delighted audience that she not only 'taught the young idea how to shoot,' but how to hit the mark. Miss Bigelow's school then followed, and did honor to themselves and teacher by their practical knowledge of common branches, particularly of geography and arithmetic. Excellent compositions were also read by Misses of the age of ten or twelve years. Miss Spooner's school then presented a lively scene, being all small scholars, and acquitted itself finely. After a few stirring remarks from Dr. Stevens, our thorough-going county superintendent, and the Rev. B. Burnap of Bangor, the exercises were closed by Miss Andrews' school singing the 'Golden Rule,' 'Duty to Teachers,' and a few other pieces; and, if a correct opinion can be formed from the interest manifested by all present, the time is not far distant when the common school shall receive that support and encouragement which its importance demands, and become the means of instilling into

the minds of children and youth, just views of their relation to society and to God.

R. R. STETSON,
Town Sup. Bangor.

ST. LAWRENCE.

[We are much indebted to our correspondent for this appeal in behalf of the Journal. It is now steadily gaining circulation and could we find so devoted a friend as Mr. Ross, in every town of the state, it could even at its present low price command the aid of the best pens in the Union, to give variety and interest to its columns.]

Parents and teachers should bear in mind that the prosperity, the happiness, the liberty of our country and the ultimate success of every rational enterprise, for the moral and intellectual improvement of society, depend to a great extent upon the early, correct and virtuous education of our youth; that a great majority of the people receive all their education moral and intellectual in the common school; that these institutions are not yet what they should be; that many of them are not furnished with suitable means to properly develop the moral and intellectual faculties of the young; that they do not impart that instruction necessary to make the intelligent and virtuous citizen, and qualify him to act his part in society with usefulness and honor; that a vast amount of money is yearly expended upon incompetent teachers, and therefore, almost lost; that the School Journal, by giving the best and most approved methods of instruction, by pointing out the existing evils and errors in teaching and managing schools, by enlightening public opinion upon this subject, and bringing it to bear upon the best interests of these institutions, is well calculated to remedy these evils, and ought therefore, to be aided and patronised by every lover of his species and his country.

This valuable work in the hands of the people will prove a powerful auxiliary in advancing our system of popular education, and thereby better the condition of our common country. It is very much to be desired, therefore, that this work may be more extensively circulated and more generally read. Remember he that gives his aid and influence to better the condition and elevate the character of our common schools, contributes to advance private morality, promote domestic peace, to perpetuate our glorious institutions, to diminish want, suffering and crime. Let us be up and doing.

A. ROSS, Sup. C. S. of Madrid.

Sept. 5th, 1844.

SUFFOLK.

We copy with great pleasure, from the "Corrector," the following notice of the Superintendent of the schools of Suffolk.

We ask the attention of every person interested in the following, from the Superintendent of Common Schools in this county, which is somewhat of a *broad request*, as it not only takes in the heads of families, but all its branches, and for this plain reason there is not a person in society, but has an interest in it. Educa-

tion not only operates as a *preventive* to vice, but checks it in its incipient growth—braces the nerves and cleans out the veins through which morality takes its course, laying a foundation, on which to establish correct principles.

Our present superintendent has not been content, like too many public officers, (*mere machines*) merely to do the duty required of him by law;—he has acted a most praiseworthy part—he has acted from *principle and feeling*!—he has taken much trouble and been at much expense, for which he will, to be sure, receive an abundant recompense—but from no other quarter than *his own breast*! And when such a man (we must say *by chance*) holds any office, it is the bounden duty the people owe to themselves, as well as to him, to both uphold and assist him in the discharge of it.

For the Corrector.

TO TEACHERS, SUPERINTENDENTS AND OTHERS
INTERESTED IN COMMON SCHOOLS.

The County Superintendent having visited nearly all the schools in the county, and become somewhat acquainted with their standing and means of usefulness, he cannot but feel desirous that some action should be taken with a view to their improvement. The holding of County Conventions of teachers and others interested in the subject of education, has been found in many counties of the state to be attended with very beneficial effects; and in a county so extensive as ours, a meeting of the teachers and friends of the schools from all the different sections, cannot but be attended with the happiest results.—The teachers would probably receive an equivalent for their expense of time and money, in the knowledge which they would acquire in relation to their duties, as well as that they would have an opportunity of comparing themselves with others from different sections of the county, and thereby learn to avoid the too common fault of the school-master of thinking too highly of his own methods and acquirements. A general meeting of the teachers would tend also, to produce what is felt to be very desirable in this county—a greater uniformity of text-books, and in methods of teaching. To others who are interested in this matter, reason need not be offered, why they should attend; and those who are unfriendly to the present common school system, and opposed to its superintendencies, need not absent themselves; for they should consider, that so long as they are taxed for its support, they may as well avail themselves of its benefits. The first Wednesday of October next, has therefore been fixed upon as a suitable time for holding a County Convention of Superintendents, teachers and friends of the schools, at Riverhead; and I would respectfully request of Town Superintendents that they will extend this notice to the teachers in their several towns. There will be a number of distinguished friends of education present, to address the Convention.

Thomas H. Palmer, Esq., of Pittsford, Vermont, will deliver a series of lectures on moral and intellectual education. Oliver B. Pierce, Esq., of Rome, N. Y., and others, will also address the Convention.

Convention will meet in the morning of Wednesday, and hold for two days at least.

SAMUEL A. SMITH,
County Superintendent.

August 23d, 1844.

WASHINGTON.

Old Cambridge, Sept. 1, 1844.

My dear Editors.—The 28th of August has passed, and with it one of the most splendid and imposing pageants ever witnessed in "Old Cambridge." For several days previous, I had watched the movement of things with no ordinary degree of interest or solicitude, for I felt that in the success or failure of that day's enterprise, depended, in a great measure the settlement of the important question whether our common schools should be revived, resuscitated and live; or be suffered still to go on, to languish and to die!

It was well known that the indefatigable county superintendent for this section of the county, aided by the hearty co-operation of the town superintendents of Cambridge, White Creek and Jackson, had been engaged for some time, in making arrangements for "a common school celebration" on that day, and that the "order of exercises" promised an intellectual treat of no ordinary character. Yet notwithstanding this, I thought I discovered, in "the signs of the times," such marked and conclusive evidences of a criminal apathy among the people, in relation to the interests of primary schools, that I almost feared that the enterprise would prove a failure. Indeed, I know that the movement was looked upon by some with a suspicious eye, and the idea of a large meeting only excited a smile. But as the day drew nigh, it became more and more apparent, that some great and important subject had taken possession of the public mind, and, for the time being at least, appeared to be fast absorbing every other consideration. Great preparations were evidently making in all directions for a general turn-out!

The morning at length came, and after the fashion of greeting the dawn of our nation's birthday, was ushered in by the roar of artillery. At an early hour might be seen, here and there a solitary footman wending his way to the scene of "action," as though fearful there might not be room enough to accommodate all who might come, or the better to enable him to witness the appearance of the masses as they arrived at the place of general rendezvous. By half past eight, several wagon loads had arrived, so that by nine o'clock, it became very evident that there was to be indeed a grand, a glorious rally. Long before the appointed hour, procession after procession, of four horse omnibuses, gaily decked, and filled in many cases, almost to overflowing with smiling, happy children, came pouring in upon us. In some instances, so well had the different schools timed their movements, and so numerous and general was the attendance, that without any preconcerted arrangements, these processions extended for nearly half a mile in length. And while gazing upon them as they arrived in rapid succession, I could not but be reminded, democrat as I be, of that song which the whigs so well like to sing, one strain of which runs thus:

North, South, East and West are coming.

Each school was preceded by a banner, more or less tastefully decorated, with a chaste and appropriate motto, together with the No. of the district, and name of the town in which located, inscribed upon it.

Among the banners, I noticed several which seemed to attract considerable attention from the crowd, two or three of which, I would briefly notice. The first was borne at the head of the district school in the immediate vicinity, and consisted of a pink ground, of plain cloth, tastefully decorated, the centre of which was occupied with a beautiful print of a class of little girls and boys engaged in reciting from one of Mitchell's Outline maps, and so earnestly were they apparently engaged in this delightful exercise, that I could not but feel, that this vignette gave a kind of practical illustration of the truth of the motto chosen, viz. "To try is to succeed, to do both our motto." District No. 1, Cambridge, bore also an elegant pink banner, with the following device. In the centre, with outspread wings might be seen the majestic eagle, bearing in his talons this great globe of ours, and upon his back the motto, "a pledge of better times." Around this were set the shining emblems of the "old thirteen," and surmounting the whole the words, "wax to receive, but marble to retain." The two banners of District No. 2, Scotland, and No. 1, White Creek; No. 3, Cambridge, and No. 9, Jackson, were all elegantly got up, as were many others, but the hurry and bustle of the day rendered it impossible for any one, without notes, to recollect all. Suffice it then to say, that, the numerous banners, with their various devices and attractive decorations, added much to the beauty of the pageantry, and were otherwise productive of great good. I recollect seeing in the procession a group of little smiling girls, bearing this motto: "A happy company." Happy indeed thought I, for if those bright and smiling faces of yours are an index of the feelings within, then is your motto well chosen, and you the happiest of the happy. A few of the various mottoes now recollected, are here inserted. "Our path is onward." "Thus we climb the hill of science ever." "The district school, the people's college." "We toil not for wealth." "Education the basis of liberty." "Excelsior." "Train up a child in the way he should go, and when he is old he will not depart from it." "Our aim is high." &c. &c. &c.

A little after ten o'clock, the great body of the people had arrived, and soon after the order was given to form into procession. Arrangements having been made for the exercises in a delightful grove, little more than a quarter of a mile from the church, the place of general rendezvous. Some little delay was occasioned by the threatening aspect of the heavens, but by eleven o'clock the procession, under the charge of Col. S. McDonald, Chief Marshal, assisted by the town superintendents and several of our citizens, began to move. The spectacle at this moment was most grand and imposing. At the head might be seen the splendid "North White Creek Band, discharging sweet music," that could not fail to reanimate and enliven the most stoic heart; next came a long procession of citizen spectators, then the several schools of Cambridge, White Creek and Jackson, preceded by their respective town superintendents, and accompanied by their teachers, and finally, the principal and students of the Cambridge Washington Academy.

Many of the children of these schools entered the procession uncovered, the heads of the little misses being beautifully ornamented with

ribbons and flowers, and the coats of the little masters tastefully decorated with the same. Throughout the whole line of the procession might be seen the various banners of the schools, white, pink and blue, together with several neat little flags, all floating in the breeze, and giving us a miniature representation at least, of "an army with banners," and adding much to the interest and hilarity of the day.

Just before the van had reached the grove and before the line of procession had fully formed, a slight shower, which had for sometime threatened us, came upon us. For a few moments fears were entertained that the line of procession would break up, and thereby interrupt the order of proceedings. Several schools, which had not yet formed, together with a large number of citizens took refuge in the church. But so enthusiastic were the great mass, and more especially the children of many of the schools, that few of these deserted the ranks, giving us a practical illustration of the sentiment of one of their motto's viz: "Our path is onward." The great body of the procession therefore kept on in "the even tenor of their way," although nothing had befallen them.

On arriving at the grove, it soon became apparent, that, although the excitement of the occasion, and the fascinating strains of martial music, always sweet melody to a juvenile ear, had done much to preserve order, and to lead the children to press forward in spite of the threatening elements, there was, at least, one other motive which might have had its influence, and which, if it did, no epicure, at least, could blame them for yielding to.

I had previously understood that the children had been requested to "bring their dinners," and expected of course that each child would be provided with a "lunch" to "stay his stomach" with. But judge of my surprise, when I entered the grove, at seeing a table, extending in a circular form nearly half way around the large area, fitted up for seating the immense multitude during the public exercises, spread in the richest profusion with all that could delight the taste or regale the senses. In addition to the various pastries and confectionaries, the tables were loaded with apples, peaches, melons, raisins, nuts, &c. &c. or, as the pedler's show-bill has it, "with other articles too numerous to mention."

As I extended my eye along the tables, and over this new "temptation," I almost wished myself again a little school boy, that I too, might be permitted to mingle with these happy, smiling children, not only in the parade of the day, but especially in that *delightful* exercise in which they were about to engage, for I must confess that not even the frosts of threescore winters, had rendered me insensible to the pleasures of the table, or the delights of childhood.

But the "dews of Heaven" continued to fall in rather too rich profusion, and it soon became apparent that the contemplated exercises could not take place in the grove, but that it would be necessary to adjourn to the church. It was therefore early announced, that as soon as the refreshments were disposed of, the procession would again form, and return to the church, where the remaining exercises would take place.

Accordingly the band soon struck up a lively

air, and in a few moments, the vast multitude were wending their way back to the church. But order had now given place to disorder. The multitude, anxious to secure a place in the church and knowing that hundreds must be deprived of that privilege, broke from the line of procession, and sought safety and comfort in "flight." But to the credit of the children be it said, that they preserved, amidst the otherwise general confusion, remarkable good order, so that their "retreat" was attended with neither "loss nor danger."

The exercises in the house were peculiarly interesting. The opening prayer by the Rev. Dr. Bullions, president of the day. Address by the Rev. Dr. Potter, of Union College, and speaking upon important resolutions by the Rev. Messrs Parmeley and Fillmore of Cambridge, and Doolittle of Granville. These exercises were agreeably interspersed with the most delightful music from some seventy or eighty sweet juvenile voices, under the care of Dr. Stewart, of this place, and also from the "North White Creek Band."

Of Dr. Potter's address, I hardly need remark farther than to say, it was worthy of the day and of the distinguished friend of popular education who uttered it. While listening to his well timed remarks upon the importance of sustaining good common schools, rather than those poor apologies which now usurp the place of the former, the absolute necessity of a school organization and of thorough and systematic supervision, to secure good schools, the perfect adaptation of our present system to accomplish this desirable result, the touching appeals addressed to parents, philanthropists and christians, to come manfully up to this great work, of educating a nation of freemen, and the lofty strains of impassioned eloquence in which the whole were enforced, I could not but feel, I say, that prejudice, if it exists, must melt away, that ignorance cannot abide the light of such facts and such arguments, and that a new era is indeed about to dawn upon the cause of popular education in "Old Cambridge," and that I already saw that impressions had been made, and impulses given, that could not easily subside, or ever be forgotten.

After the adoption of the resolutions, and a hearty vote of thanks to Dr. Potter, in which the audience manifested their feelings by rising en masse, the assembly were dismissed and left the house, the band, the mean while, playing a solemn parting air.

Too much credit cannot be awarded to the highly capable and efficient county superintendent, who projected this celebration, nor to the faithful and active town superintendent, to whose aid the public are mainly indebted for the excellent arrangements and general good order which marked the day. May their reward equal their merits.

I am, dear sir, as ever, yours,

A. B.

WYOMING.

Attica, Aug. 26, 1844.

F. DWIGHT, Esq.:

DEAR SIR—I have not written you on the subject of our schools during the summer, preferring to wait until I could make up my mind

and permanently. I am now most happy to say that such improvements are going on. There is more energy, spirit and ability among the teachers. Parents and guardians are becoming more awake to the importance of attention to their schools. Celebrations have been, and will be held in a large majority of the towns in this county, and most of the towns intend to close their schools with a public review or examination.

The celebrations in my mind, are the most effectual means of exhibiting the schools and teachers at one view, to the inhabitants, in the most convincing manner of any thing that has yet been brought to my notice. When all the schools in succession are brought up in review before the inhabitants for exercises, they will begin to be able and willing to judge impartially of the ability and qualifications of the several teachers, and the proficiency of the scholars, and those whose teachers and scholars are deficient, will begin to feel mortified, wonder why their school did not do as well as certain others, and wish they had such a teacher (one of the best,) in their school. They begin to think, and many declare they will have the best teacher that is to be had, next year. Besides, if these celebrations and examinations are held towards the close of the schools, they have a very great tendency, that nothing else yet has had, to keep up the ambition of the scholars. They are encouraged and delighted with something ahead, with the idea of a ride, a celebration and an examination, and I declare it as my settled conviction from thorough personal experience and examination, that the effect in all respects upon the schools is most beneficial. Children are easier governed, because more cheerful, and will more readily perform their exercises correctly, with these prospects before them. I have known, and often learned the same from teachers during the present summer, that more improvement has been made in reading, by the inducement that scholars must read correctly at celebration or examination, during one fortnight, than in three whole months before, with all the drilling and effort the teacher could make.

Celebrations, far surpassing the hopes or expectations of the friends of schools, have already been held in Gainesville, China, Warsaw, Wethersfield, Attica and Castile, and appointments are made for Perry and Covington. The number of scholars attending these celebrations, has not been less than 2300 to 3000; besides, on each occasion, a large number of people, old and young. The arrangements, and decorations of carriages and teams, the simplicity and beauty of the flags and banners, with the short and touching mottoes upon them, create a sensation which strikes deeper to the hearts of the people, than any that have preceded these days, and they forcibly impress all virtuous citizens with the folly of the unmeaning mockery of late great political gatherings.

I cannot pursue this subject further now, but I will endeavor to give you some account of them in detail, hereafter.

In haste truly yours,

A. STEVENS.

ERRA—The interesting Report of the Convention at Williamsville, came too late for this number. It shall appear in the next.

EDUCATION.

The American Society for the Diffusion of Useful Knowledge.

TRUSTEES.

T. FRELINGHUYSEN,	EDWARD ROBINSON,
JOHN A. DIX,	JOHN TORREY,
THOMAS COCKS,	MARSHALL S. BIDWELL,
JOHN L. MASON,	CHARLES BUTLER,
MANCIUS S. HUTTON,	GEORGE PECK,
H. R. SCHOOLCRAFT,	THOS. L. VERMILYE,
JOHN B. BECK,	ALFRED C. POST,
WILLIAM ADAMS,	WILLIAM L. STONE,
GEORGE B. CHREEVER,	WM. R. WILLIAMS,
SAML. F. B. MORSE,	JOHN O. CHOWLES,
GEORGE FOLSON,	CHARLES E. WEST,
GORHAM D. ABBOTT,	WILLIAM CUTTER.

At a meeting of the board on the 14th of March, a majority being present, on motion of Henry R. Schoolcraft, it was unanimously resolved, that the secretaries be requested to draw up a brief statement of the past and present labors of the institution, and of its future designs, for publication in the leading journals of the city.

In pursuance of the above resolution, the following articles have been prepared, which editors friendly to their objects are respectfully requested to publish.

This society was instituted in the city of New-York, in 1836, and incorporated by the legislature of the state in 1837. Its officers are a president, thirty-eight vice presidents, one for every state and territory of the Union, a board of forty directors, and an executive committee of twenty-four.

The objects of the institution, as specified in the charter, are as follows; to wit:

"For the purpose of advancing the cause of general education, by obtaining and publishing statistics and facts relative to the history, the progress and the improvements of the school systems of our own and other countries; of promoting associations among professional teachers for purposes of mutual improvement and co-operation; and for the establishment more generally throughout our country of libraries and reading rooms for popular use; of establishing correspondence with similar institutions in Europe, with a view to promote, by all laudable means, the general interests of education, literature, science and the arts."

The first and immediate object for which the institution was organized was the establishment of a national school library. It aimed to plant a pure and elevated library, adapted in its character to the youth of our country, in each of our fifty thousand school-rooms. The introduction of a world of literature, "pure and undefiled," into a new and hitherto unoccupied field, the school-houses of a nation, to mould the minds and hearts of the coming and future generations, was deemed an object worthy of all the combined influence and energies of a national institution. To this great object the labors of the friends of the institution had been directed long before its organization, and were subsequently devoted for several years.

In October, 1837, the committee published, in a pamphlet form, their plan of an "American School Library," which was extensively circulated in various ways. The annual report of definitely, whether we were improving radically

the society for that year stated that more than sixty thousand copies of it had been circulated throughout the country, in the columns of different papers and periodicals, and half the number had been accompanied by a cordial recommendation of the library system, as worthy the attention and support of every patriot and every legislature of the land.

In March, 1838, the committee opened a correspondence with the then secretary of state and superintendent of common schools, Hon. John A. Dix, who accorded to them the kindest encouragement, and during the period of his filling the office extended most valuable counsel and co-operation.

In April, 1838, the law was passed appropriating \$55,000 a year for three years, from the income of the United States deposit fund, to the districts of the state for the purchase of libraries, on condition of their raising annually an equal amount, making \$330,000. The members of the society, in common with others, had memorialized the legislature to this effect, but had not anticipated so soon the attainment of this important measure.

In May the committee, having selected with no small labor and care a library of fifty volumes to recommend to the schools of the country, called a public meeting at the Stuyvesant Institute, at which Governor Marcy presided, and which was addressed on the subject of the new library then introduced, by Hon. Wm. H. Seward.

In May, 1838, a member of the committee about to visit England was charged with authority to represent the interests and objects of the committee in England, and received letters of introduction to gentlemen connected with similar societies and engaged in similar objects there. On his return in Autumn, he presented a report in detail of his action abroad in behalf of the committee, confirming the assurances of co-operation from these sources, which had previously been received.

In the autumn of this year, the secretary of state in his annual circular to the 11,000 districts introduced the entire catalogue of the first volumes of the library selected by the committee, together with an honorable mention of the institution and its labors.

In Feb. 1839, the committee appointed a delegation of four to visit Washington, to introduce their library plan and library, at a public meeting in the Capitol, and to present a memorial to congress, asking their attention to an object of such truly national importance. A meeting of deep interest was held, Mr. Justice Story presiding. Addresses from eminent public men awakened an almost enthusiastic interest. The next day, by order of the senate, the memorial of the society, its published documents and plans, and also the proceedings of the meeting in the Capitol, were published; and notices of the latter, at much length, were given in the national papers, inviting the attention of the whole country to the school library system.

In the prosecution of these labors there had been held, according to the records, seven meetings of the society; ten meetings of the board of directors; fifty meetings of the executive committee. There had been called by direction of the committee, in different cities and large towns, seven public meetings, at which valuable

addresses had been secured from some twenty of our most distinguished public men; and fifteen smaller and more private meetings, making in all more than one hundred meetings.

The executive committee had published seven letter-sheet circulars, and two 8vo. pamphlets of 54 and 42 pages, of which many thousand copies had been circulated in this country and in Europe.

Eight individuals, officers and agents, had been employed by the committee; five of them, at the expense of the treasury, officers, agents and delegates of the society, journeying in behalf of its objects, had travelled more than fifteen thousand miles.

In April 1839, the successor of Gen. Dix, in the office of secretary of state and superintendent of common schools, introduced a law extending the appropriation of \$110,000 a year for three years, to five years, making \$550,000 to be expended for the purchase of school libraries. And a delegation of the committee, on visiting Albany during that month, for the same purpose for which they had visited Washington, were informed by the secretary that it was his intention to take the entire direction and management of the libraries for the state into his own hands, which he did, making subservient to his purposes all the results of the labors of this institution.

The committee, discouraged by such an issue, yielded to a necessity it would have been vain to resist, and suspended for a time their meetings and their labors. They have since, however, resumed their efforts in another department; these labors, they believe, have not been the less useful, because they have been silent and unseen. Some account of them will be given in the next article.

AMERICAN SOCIETY FOR THE DIFFUSION OF USEFUL KNOWLEDGE.—No. II.

[Abstract of the Annual Report, November, 1843.]

In compliance with the requisition of the constitution, the executive committee submit the following report of their operations during the past year.

The attention of the committee has been directed exclusively, during the year, to the subject of text-books for the use of schools. Some progress has been made in their investigations of the school books of our country, and some important steps have been taken toward their improvement. Progress may indeed appear too feeble and slow, but when the magnitude of the object, and the difficulties which encompass it, are taken into view, together with the necessity of proceeding with such caution that no steps taken may have to be retraced, the committee are satisfied that all that could have reasonably been expected has been accomplished.

The labors of the committee have been chiefly employed on the following subjects:—

I. Spelling books; II. Reading books; III. Dictionaries; IV. Grammars; V. Arithmetics; VI. Writing books; VII. Works on moral philosophy.

The examinations which have been made of some of these classes of books have brought under review a large number of volumes. As

was stated in the first number of these articles, there have been examined under the direction of the executive committee, about five hundred American and two hundred and fifty foreign school books. Among them one hundred and twenty different spelling books; three hundred different English grammars; nearly two hundred different arithmetics; and considerable numbers of other kinds of books. It is designed to continue this work until a complete collection is made of the valuable school books of our own country, of England, of France and of Germany.

REPORTS.

The results of these examinations have been embodied in written reports, which have been duly considered and adopted by the executive committee. Reports on the following subjects are on file. I. On the general principles to be applied in the adoption and recommendation of school books. II. On school books, in general, but with special reference to spelling books; a paper of thirty pages 8vo., which was printed for the use of the society. III. A particular and extended report on two spelling books, deemed by the committee worthy of a minute and critical examination; a paper of seventy closely written letter sheet pages. IV. On Porter's Rhetorical Reader. V. On Colburn's First Lessons in Intellectual Arithmetic. VI. On moral science. VII. On writing books for schools. VIII. On English grammars, which has also been published in a pamphlet of 24 pages 8vo. for the use of the society. Considerable progress has been made in the preparation of reports on other subjects. A catalogue of nearly two hundred different arithmetics has been prepared, most of which have been or are now found in the schools of our country.

BOOKS ADOPTED.

The following books have been adopted after much careful deliberation, and announced as the commencement of the society's series of text-books for schools, viz: Porter's Rhetorical Reader; Colburn's First Lessons in Intellectual Arithmetic.

BOOKS IN PROGRESS.

The subjects which have been attended with the most difficulty and embarrassment, are spelling books and English grammars. No book in either of these classes was found, that fully met the views and wishes of the committee. Much delicate and perplexing service has been performed to secure the preparation of a book in each of these departments, which should embody the principles and carry out the views exhibited in the reports of the committee on these subjects, which are known to be in accordance with the opinions of many of the most intelligent active friends of popular education in various parts of the country. The arrangements already made, or contemplated by the committee, are, to some extent, made known to the public, and will from time to time be communicated in the published reports.

The work undertaken is one of time and care, and can never be performed to the satisfaction of those who appreciate it but by a degree of labor commensurate with its importance.

There are three books, which of themselves are, in the opinion of the committee, worthy of

months of extended consultation, labor and care; books which, perhaps more than any others, (if we except the Bible,) exert a controlling influence over the thoughts and feelings, the manners and the morals, of a nation. They are the spelling book, the grammar and the dictionary. These are the great guides and censors of the language; and the language of a people is not only the vehicle of their thoughts, but is almost an unerring index and exponent of their hearts and lives. How important, then, to have these great fountains, from which a whole nation draws, kept as "wells of English, pure and undefiled."

The standard of orthography, orthoepy and grammar, in our own country and in the father land, ought to be the same. The republic of letters, at least of the Anglo-Saxon race, should be one and indivisible. When the two great nations, speaking in the same language, are such near neighbors, and transatlantic intercourse is so greatly increased, and the intercommunication of literature and science is so rapidly extending, it is a matter of no small moment that good usage of our "mother tongue" should be, not only in both lands, but every where, the same. And this can only be secured by elementary books conformed to that usage in either country, which may be regarded as authority. A common standard, in view of the high destiny of the English tongue, is an object which the committee are disposed to take some pains to effect, and there is some reason to believe that the effort will be appreciated and seconded by scholars, statesmen and patriots, throughout the realms, as Carlyle happily says of "Saxondom."

CORRESPONDENCE, &c.

The labors of the committee have given rise to very considerable correspondence with the friends of education in different parts of the country, and with some important boards of education. More than two hundred letters are on the files of the society. The committee has been represented at several public meetings and conventions, where the great interests of our national education have been discussed, and they are happy to say that not only a high estimate of the objects and labors of the institution generally prevails, but that an active and hearty co-operation in its efforts has been repeatedly proffered. Institutions of education and important bodies are awaiting the decisions of the committee, before deciding on books to be recommended to the schools under their care.

Conventions of superintendents and teachers in the interior of this and other states, have passed and published resolutions commending these labors; and not a few of the most influential and valuable presses of the country have spoken of the aims and labors of the committee in a manner affording gratification and encouragement. Numerous applications have also been made by authors and publishers to have their works adopted and recommended by the society.

In conclusion, the committee would only add, that the prosecution of their labors has greatly strengthened their conviction of the importance of the work they have undertaken, and every successive month brings increasing evidence that the community will appreciate it, and that benevolent factors will be found to aid and support it.

TEACHERS' DEPARTMENT.

Under this title, we shall publish such suggestions in relation to methods of instruction, as will be useful to the teachers of our schools. The following judicious remarks are from the pen of Dr. Alcott, the author of "Confessions of a Schoolmaster," "Slate and Blackboard Exercises," and other valuable and interesting contributions to the cause of general education.

The schools referred to are in Connecticut, but Albany County has schools in which the same evils existed, and the same remedies have been most successfully tried.

In our own judgment no branch is more uniformly badly taught than reading, and in none is reform more essential.*

READING—HOW TAUGHT—HOW IT SHOULD BE TAUGHT.

In Reading, the fundamental error among us consists in endeavoring to do too much at once. No sooner is a child set to reading the simplest sentences than he is required not only to pronounce each letter, word and syllable *correctly*, but he is also expected to attend to proper *loudness of voice, distinctness, emphasis and cadence*; and to observe the *pauses and inflections*.

Now this is about as unreasonable as that of requiring the beginner in writing to attend, at the very outset, to position of the body, the paper and the hand; to the cut, slope and size of letters, and to all those minutiae of art which belong to a more advanced progress. And the reason is the same in both cases—it is found in the violation of a well known and highly important principle, especially in early instruction—"Do one thing at a time."

But although this is the fundamental error, in teaching reading, other errors are frequent. The lessons, almost every where, are too long.—Teachers seem to think that if their pupils read over a certain number of pages daily, and make no glaring errors, they will at sometime or other, and some how or other, become good readers; and that the greater the number of pages read over, as a general rule, the greater or more rapid will be their progress. Like the carder of wool or cotton, who puts his raw material into one end of the machine, expecting that after a certain number of revolutions, a proportional quantity of rolls—he hardly knows how or why will make their appearance at the other.

I was in a school of 30 pupils one day, when observing that the forenoon recess was very short, I enquired what was the usual length? to which I received for reply—"five minutes." On being shown that fifteen minutes would be better than five, the teacher observed that he could not get through his usual course of instruction if he had so long a recess. And yet these same pupils every day, read their one or two chapters of the

New Testament, and then two or three pages in the National preceptor, the Village Reader or the Child's Guide; and all this amount of reading was deemed indispensable.—How easy a matter would it be to shorten these reading lessons one third or even one half! This would give time for a recess of reasonable length; and what is of nearly equal importance would give time for reading more thoroughly.

It would be much nearer the truth to measure the real progress of the pupils of our schools by the *shortness* of their lessons than by their *length*; though, in point of fact, it has little to do with either. A class may learn more by reading a single paragraph of half a dozen lines, in a proper manner—perhaps by a single scholar—than by reading, in the common way, three, or four, or half a dozen paragraphs each. It is of some consequence, I grant, to read long lessons, in the usual manner; but of *far more* to read but little, and to read that little, well. And so, in fact, of spelling, geography, grammar, arithmetic and every thing else.

The consideration that children do not learn by much reading in the usual way, is not the sole objection to it. A great waste of time is involved. At least one sixth, often about one fourth of the time spent in our schools is devoted to reading. Now the pupils would not only learn faster by reading half as long, in a more thorough manner, but there would be saved half an hour daily for other purposes.

This half hour daily is an item of importance. To a child, who from four to twelve years of age attends school eight months of the year, it is a saving of 3,520 hours—equal to 26½ months. To the 80,000 children of the State, it would be a saving of 2,120,000 months, or 176,666 years. If these children, politically speaking, are State property, and their time is worth on an average \$25 a year, the public gain by saving and making a wise use of this time would be to a single generation of the youth of the State \$4,444,444.

He therefore, I repeat it, who shall be the instrument of so far effecting a reform in the methods of teaching reading, as to save half the time now devoted to it, and make the remaining half worth more than the whole now is, will be a great public benefactor. He will save to the State, in less than half a century nearly four and a half millions of dollars—which, of itself especially, to a dollar and cent community, is a matter of much importance.

The reading, in our schools is defective in many particulars. In general, the selections are in advance of the pupils' years; and when not so, are of such a character as seldom to interest their feelings. When we see a class of readers, during the exercise, standing at *sizes and sevens*—holding their books awkwardly, looking around the room, or playing tricks on their next neighbors, and in their turns mumbling over the sentences, verses, or paragraphs assigned them in a monotonous manner, and yet at a rate so rapid as to make scores of mistakes, most of which pass wholly uncorrected—professedly, too, for want of time to make corrections—are we not warranted in saying that the exercises are of very little service to them, and that for the purpose of improvement they might about as well read over an equal number of pages in Latin or

* NOTE.—We hope that teachers will communicate the results of their own experience, and make this department of the Journal, widely useful. Ed.

Greek? Yet such is a picture—by no means exaggerated—of the greater part of the reading in our schools. There is very little that deserves the name of *reading*, in nineteen in twenty of our schools. And as is the school, in this respect, so is the schoolmaster—aye and the parent, too. We have few good readers among us, even among our public instructors.

Now it need not be so; even with our present defective reading books. Selections may be made, from all of them, which might be so managed, by the teacher, as to excite the interest, and arouse the feelings of the dullest school child in New-England. For example, let a verse, paragraph, or sentence, be selected; let the teacher either read it himself, or require some of his more intelligent pupils to read it, or draw forth—which is better—an explanation from the pupils. Let them see that it has meaning; and that they can by attention and thinking come to it. Let them be active in the exercise, and not passive.

There are a thousand ways of accomplishing this object. One is, by requiring them to express the sentence or paragraph in their own words. Another is, by analyzing it. Another is by conversing on some topic it may suggest. Another, still, is by familiar criticisms on each other's manner of reading it. In these or other ways which secure attention and require thought, the dullest sentence or paragraph is susceptible of being made deeply interesting to the youngest, I was going to say *dullest* pupils.

Only a short time since I found a class of very young children, in one of our schools, reading an article from the National Preceptor (found also in the old American Preceptor) entitled "The Test of Goodness." As I expected, it was read; or rather stumbled over in a very monotonous manner, according to the custom of the day—two thirds of the pupils having their eyes, and a larger portion still their thoughts elsewhere. Yet this is by no means a worse selection than many others of the same book, and of most other class books, in reading, which obtain favor among us. Here is one of the paragraphs.

"On this the second son advanced. In the course of my travels, said he, I came to a lake in which I beheld a child struggling with death. I plunged into it and saved its life, in the presence of a number of the neighboring villagers, all of whom can attest the truth of what I assert."

Now there is not the slightest necessity of having a whole class of pupils, eight or ten years old, merely passive in reading such sentences as these, or, what is still worse, having their minds occupied with something else, or devising or executing mischief. Had the teacher, in the instance above, read *with and for* her pupils, something would have been gained. But this is not enough.

If "The Test of goodness" is about to be read by a young class, or indeed by any class, I would ask them, beforehand, to take their books and study it over carefully, assigning as a motive for this, that instead of having the whole class read it, I might, very possibly, call upon particular individuals to read it, while the rest would look over and perhaps make corrections. That in order to have every one prepared for the task, it was necessary all should study or read it over beforehand. Then, when the hour came for the exercise, I would do what I had before promised.

During the progress of the exercise, however, if not before commencing it, I would analyze it, in something like the following manner.

First, I would read, or require a pupil to read; "On this, the second son advanced." Here I would thus question the class. Had this second son any brothers? How do you know? Had he a father living? How do you know this? What is the meaning of *advanced*? If I should ask one of you to step out two or three steps forward of the class, and another to go back two or three steps, which would *advance*? To advance, is to come forward, then, is it?

What did the young man—the second son—advance, or come forward for? What did he say he came to, in his travels? What is a lake? Who can tell me what is the difference between a lake and a pond? Did you ever see a pond? Did you ever see a lake? How large a lake did you ever read or hear of? Names of some of the lakes, &c.

Are lakes always deep? Do you think the lake spoken of, here, was deep? Why? Was this lake remote from inhabitants, do you think? Why not? Was this second son a grown man, think you, or a mere boy? What makes you think so?

What does the young man say he saw, in the lake? How came the child to be in the lake? Can you guess? In what way did the young man save him? Are there any other ways of saving drowning people? What are some of them? Is it probable the child could swim? Why not? Can we swim till we are taught? Do you suppose the child's parents, or any body else, rewarded the young man? Why not? What feeling did the child probably have towards his deliverer? Was such a feeling right and proper?

Was any other person present when the child was saved? Why do you suppose there was? Why, then, did not they save him? Did you ever see a drowning person? Did you ever see the body of one who had been drowned? What is the meaning of "to assert"? What is the meaning of "to attest"?

Does any one believe, for one moment, that a class of children could be either stupid or uninterested, while such exercises were going on? Or that they would ever again read the sentence half asleep, or with symptoms of positive disgust? But their interest might be increased, or their attention arrested by the relation, on the part of the teacher, (or even by some pupil) of an anecdote. How many lives have been saved in a remarkable way, as by dogs, &c.

I have dwelt the longer on this point, because I believe it to be one of immeasurable importance. It is an attempt to rescue, not the bodies, but the minds and souls of our children from a worse than any ordinary lake—from the lake of stupefaction and death.

Need I repeat that half an hour, or even a quarter of an hour, spent in a manner like the foregoing, would be worth more, much more, than a whole hour spent in running over four or five or half a dozen pages of that which they very little understand, and which they care for still less? It would be worth more as a mere reading exercise, saying nothing of the thought and feeling it would elicit.

I am astonished and more than astonished to find teachers, every where—men and women of reputed good sense, too—persisting in the use of mere hum-drum exercises, and calling them read.

ing; and what is worse still, School Committees, by the gross, suffering it to pass, and seeming to say like good and faithful watchmen on the wall, all's well. A better name, by far, for these wretched processes, now called reading, would be *stultification*. For if to drown youthful curiosity, repress the growth of mind, and disgust the young with books and school, is to *belittle* or *stultify*, I am sure we teach well one thing in our schools, the science or art of stultification.

The best way, beyond a doubt, of teaching a child to read, is by accustoming him to form his own lessons in the first place, and reading them afterward before his class and teacher. Lessons which a pupil prepares himself, he will of course understand, and be able to read correctly and naturally. How to accomplish this, is briefly told in "State and Black Board Exercises," page 110—123.

DISTRICT SCHOOL JOURNAL.

ALBANY, OCTOBER, 1894.

THE PROSPECT BEFORE US.

THREE years have now elapsed since the system of supervision of our common schools through the agency of county superintendents, was originated and put in operation—and a little more than one year, since the substitution of the office of town superintendent for that of commissioners and inspectors; and the friends of elementary education may look back with pleasure upon the substantial improvements which have been effected during this short period, and forward with well-grounded hope and sanguine anticipation for the future. Without at this time going into details, it is sufficient to state that in all those essential attributes which give value and efficiency to our common school system, our elementary institutions of learning throughout the State have advanced far beyond the most enthusiastic expectation of the strongest advocates of the existing law. The healthful and invigorating elements of personal, thorough and systematic visitation and inspection, on the part not only of the several officers officially charged with the performance of this duty, but of parents and citizens generally, have secured to our common schools an interest and an attraction which they have never before possessed. Teachers of a higher order of qualification, intellectual and moral, have very generally supplied the places of the inefficient drones, under whose *soporific* influences, the interests of education have so long languished and drooped. Life and animation—interest and excitement—progress and advancement—have taken the place of that listlessness and repugnance which once characterized all the operations of the school: the school-master is no longer regarded as the stern and gloomy despot, or the stupid

and mechanical pedagogue; the rod is for all practical purposes in *pickles*, where we trust it will long be suffered to remain; even *emulation*, so long deemed absolutely indispensable to the success of an enlightened system of teaching, has been to a very great extent, superseded by the application of higher and nobler and more efficacious motives.

But the most encouraging feature in the practical operation of the existing system is the general manifestation of a personal interest in the schools, on the part of the public. This is evinced by the spirit with which the numerous school celebrations in nearly every section of the State are appreciated and conducted. Our columns continue to be filled with animated accounts of these most gratifying and joyous festivals; and we speak from personal observation of their effects on the interests of education, when we say that no greater incentive to the advancement and efficiency of elementary instruction, has yet been afforded, than is furnished by these exhibitions. The advantages and benefits of the school are brought prominently and distinctly before the public; teachers receive their appropriate rewards in the approbation of their patrons and employers; the children are stimulated to renewed and successful exertion—not to surpass *each other*—but to surpass the hopes and highest expectations of their parents and teachers; and an impulse is given to their physical, intellectual and moral powers, which will carry them onward in the pursuit of knowledge and virtue with accelerated velocity and under the most encouraging auspices.

These results are principally due to the assiduous and judicious exertions of the county and town superintendents throughout the State; and if the recent revision of the laws had accomplished nothing beyond this, it would have well deserved the approbation of every enlightened and right-judging citizen. Without claiming for the system as now constituted, perfection, we hazard nothing in saying, that, so far as its practical results thus far may legitimately be taken as a specimen of its powers, it is, as a whole, and all things considered, *the best system which has yet been devised*, for securing, when faithfully administered, the benefits and blessings of public instruction. As such, many of our sister States are building up their educational systems, upon the basis of our own; and the most enlightened friends of education at home and abroad, concede its excellence and its capability to accomplish the great object for which it has been devised.

COMMUNICATIONS.

No. III.

EXPERIMENTAL EDUCATION.

ILLUSTRATED BY THE STORY OF OBERLIN.

ONE of the strongest incentives that can operate upon the legislator or the philanthropist to increase his exertions and encourage his hopes, is the actual success of experimental education. It may be well to inquire—What it has ever done for states or small communities? The traveller can see at a glance, what knowledge, carried out into practice, has effected in some countries; and what are contrary consequences of a wide-spread ignorance in others. Any man who is a traveller at all, who has the least information of the existing condition of mankind, under different social circumstances, knows that certain countries, New-England for instance, and the miserable provinces of South America, possess in widely different measures the comforts of life, the security of property, the pleasures and privileges of human intercourse and individual enjoyment. Mr. Stephens's Travels in Central America, a book of great popular interest, demonstrates the infinite worth of cultivated mind to social man, by exhibiting the extreme degradation consequent to the want of all cultivation. No such proof of the value of general education would need be brought up in its behalf, were there not some people, everywhere, disposed to underrate its importance. These apathetic persons would by no means exclude all instruction of the young, but they would have the thing that hath been, the thing that shall be; they would have common school education as little costly as possible; they believe it requires no public supervision, nor any improvement whatever. Of course they do nothing to advance it, and by forbearing to advance it, they discourage the friends of the cause. What is not for us is against us. Indifference on the part of parents and the trustees of schools, and neglect in co-operation with the suggestions of school superintendents, have a direct tendency to prevent the good results of any enlightened school system. No system is good that is not made so, that is not well regarded and cheerfully promoted. Let all persons do all that they can, be it more or less, to secure the benefits of good schools to the community in which they live.

The best friends of education are, generally, those who can personally derive no advantage from the extension of it. For the most part, they know the worth of it by the enjoyment of its benefits, or by the want of them. In either case, in ripe age, they have nothing or very little to gain by the improved wisdom and virtue of the rising race. They have done, or they can do for themselves, what they are urging upon parents in general to do for their children; the only reward they expect for their counsels or their cares, is no other than the prevention of sin and misery, and the augmentation of virtue and happiness. He who seeks to do good, who teaches his fellow man how to secure to themselves and their posterity the greatest good of the greatest number, is a benefactor not to be disregarded or despised. The result of knowledge to a community is the better quality of

every thing belonging to it, because knowledge makes better farmers and gardeners, better mechanics and laborers, better preachers and teachers. The well educated, going forth into the world with the understanding and every faculty improved, can produce better effects of labor, and command higher rewards for it. The world is the better for them, and they are better fitted to serve and enjoy the world, when they are designedly prepared to do so.

Facts that show the changes that took place in Scotland, and more lately in Prussia, consequent to the adoption of a general and rational school system, would demonstrate the happy influences of knowledge upon national manners and virtue, there are also on record some more limited experiments, so convincing that any single district of our country, though much less in need of such than the countries in which they were tried, might profit by the knowledge of them. Of these, the most interesting, perhaps, are those of Oberlin and Felix Neff. Some account of the former may not be unacceptable to the readers of the Journal.

The Ban de la Roche, in English, the valley of stone, is a desolate tract of about nine thousand acres, among the Vosges, (a chain of the Alps,) not far from the city of Strasbourg. Its winter commences in September, and the snow remains undissolved till the following May. In the more elevated parts of this district, such was its sterility, it was said formerly, that the wife might carry home in her apron all the hay that her husband had mown in a long morning. The people of the Ban de la Roche, however, in the midst of this destitution possessed one inestimable blessing, not every where enjoyed in that part of the world, it was religious toleration; and among the few families that subsisted with difficulty in this valley might be found both Protestants and Catholics, who worshipped God, each in their own way, without disturbing one another. Still the most deplorable ignorance and poverty prevailed among them. These evils, however, were gradually removed by the education that was happily introduced among these poor people.

From 1750, to 1827, two excellent clergymen carried on the work of instructing and improving the inhabitants of this region.

The former of these, Mr. Stouber, saw that he could no way enlighten his flock in religion, till he opened their minds to the reception of general truth. He commenced his pastoral office by reforming the village school, for a pretended school existed in the Ban de la Roche. The school-house was a slight building in wretched condition, where a number of children were crowded together, rude and noisy and without occupation. The master, a superannuated old man, lay on a little bed in one corner of the room, when Mr. Stouber first entered this school. The following dialogue between him and the school-master is amusing:

"What do you teach the children?"

Nothing, sir.

Nothing! How is that?

Because I know nothing myself.

Why, then, did you take the school?

Why, sir, I had been taking care of the Walbach pigs for many years, and when I got too old and infirm for that employment, I was sent here to take care of the children."

Stouber soon procured a better teacher and caused lesson books in reading and spelling to be printed for the use of the school, and built a log hut for the school-house. The satisfaction and improvement soon exhibited by the pupils literally turned the parents' hearts to their children; they delighted in what gratified the latter, and desired for themselves the instruction denied to their childhood.

In 1767, Stouber was succeeded by John Frederic Oberlin, a native of Strasbourg. Seventeen years of tolerable culture had advanced his parishioners beyond their primitive barbarism, but they still stood in need of better instruction. Oberlin did not concern himself with children chiefly, he extended his good offices to the wants of the whole people. He taught the men to make roads and bridges, and persuaded them to send their sons to the city of Strasbourg, where they were taught mechanic arts, and then, returning to the valley, became masons, carpenters, glaziers and smiths. Wheel carriages became common, wretched cabins were converted into snug dwellings, and the mothers of families having better habitations, became better housewives. The art of reading became general, and Bibles being circulated, the influences of religion became more authoritative, and the rude language of the people was altered by degrees to the purity and propriety taught in the books which they read, not by any grammar, which are indeed, subsequent to language, and not in advance of it, according to some people.

The soil of this rocky district was improved by severe but intelligent labor, guided by the good pastor, and plating and grafting were introduced, so that the waste wilderness was succeeded by the nursery, the orchard and the garden; and thus the agriculture of these poor mountaineers was raised from a toilsome and inefficient practice to a productive science. As the comforts of life increased, so did the population, and in the course of time the little school-house of Stouber, was not only too small for the augmented numbers of children, but it fell into decay. The inhabitants of the district were divided into four parishes, and each of these parishes stood in need of a school-house. The people at the first proposal would not hear of new school-houses, nor were they always ready to follow out Oberlin's suggestions in other matters. They did not always comprehend his plans nor apprehend his motives; they clung to many old customs, and sometimes refused to submit to innovations. Some men, more blinded than the rest, on one occasion agreed to waylay and beat the good Oberlin, and on another to plunge him into a cistern. Learning their design in time to prepare for violence he met his enemies with courage and calm remonstrance. In time his prudence, his example and his services, conquered all prejudices, and at length, he had the concurrence of all his parishioners to build the new school-houses and carry out all his plans.

Oberlin engaged zealously in the preparation of masters for the new schools, and he also carried the principle of education further than it had ever before gone in any country. He was the founder of infant schools. He saw that almost from the cradle children were capable of instruction; that evil habits began much earlier than is generally believed, and that the facility with which a advanced education might be con-

ducted, greatly depended upon habits of the earliest formation. The female teachers, (*conductrices*), who had charge of the little children, learned to relieve instruction by amusement. The children were taught to sew and knit, they were indulged with pictures to look at, and were instructed in geography from maps, constructed for their especial use. They sung hymns and songs, and the most scrupulous care was taken that they should speak with strict propriety, and thus the *patois* (their local dialect) gave place to a purer speech. During the whole course of instruction these children were taught reading, writing, arithmetic, geography, astronomy, natural history, music and drawing, but no grammar at all. Soon the inhabitants of Strasbourg, and the neighboring towns came to look at the wonders which one man had effected, and charmed at his success, the rich and the benevolent offered him the most liberal aid. Subscriptions of money for his use poured in, and well did Oberlin appropriate this bounty; such bounty as we have no need of for such purposes. The state is our benefactor and God is our benefactor. What the state gives to every district in our state, and our own means, if we have the heart to use them, will suffice to educate our children, so that they will compare worthily with those of any other people.

The children of Oberlin's schools were especially taught sentiments of piety, not of intolerance; brotherly kindness and Christian morality; the utmost civility of manners and the most careful neatness. They were required to be clean when they came to school, and the school-rooms, and all approaches to them, were also kept exquisitely clean. This is a matter in which children will readily concur and take pride in, if it be insisted upon, and represented to be indispensable, as it is in truth indispensable, as eminently conducive to self respect and all decorum.

The children in the Ban de la Roche, were taught from things as well as from books; they were sent into the woods and fields to search for indigenous plants and to make collections of them. They were encouraged to plant seeds and cultivate their own little gardens, and were instructed in copying flowers and other objects from nature. They were also taught that they lived for society and the public good, and that they must do nothing that might injure the community. The notions of citizenship and public spirit were thus early inculcated in them.

Mr. Legrand, a Swiss gentleman, was persuaded at a late period of Oberlin's ministry, to fix his abode in the valley, and to introduce there a ribbon manufactory which employed many hands.

"Conducted by Providence," says this gentleman, "into this remote valley, I was the more struck with the sterility of its soil; its straw thatched cottages, the apparent poverty of its inhabitants, and the simplicity of their fare, from the contrast which these external appearances formed, to the cultivated conversation which I enjoyed with almost every individual I met, and the frankness and confidence of the little children, who extended their hands to me in the most engaging manner. I have now resided among them for five years, in the midst of a people whose manners are refined and whose minds are enlightened by the instructions re-

ceived from the earliest infancy. To be surrounded by such amiable and intelligent beings, reconciles my family to the privations we must necessarily experience in our seclusion."

It must be obvious that a great increase in the value of property, as well as in the amount of comfort was produced by the increased intelligence of the mountaineers. The transformation thus wrought in an indigent and ignorant people solely by the power of instruction, guided by wisdom and benevolence, was not accomplished in a day, but it was genuine and demonstrable, and intelligence of it spread far and wide. The king of France, Louis XVIII, made Oberlin a member of the Legion of Honor, and the venerable man might be seen with the badge upon his breast after he had reached his eightieth year. His little settlement was visited with admiration by travellers from distant countries. This excellent person died in 1827, full of years and honors.

It is but justice to the female sex to relate, that Oberlin was greatly assisted in his duties, first by his wife and afterwards by a member of his household, Louisa Schepler. This pious and energetic woman received one thousand franks from the bequest of M. Montyou, a French gentleman, who left that sum to be annually bestowed as a reward to obscure virtue.

Our social circumstances are every where different from those of the peasantry among the Vosnes mountains, but there are waste places among us, and in all places the need of similar instruction to that described above is felt, if not in the same measure, certainly for the same ends, to refine the manners, furnish the minds, exalt the motives and increase the moral and intellectual powers of the young. We do not look to any single benefactor to aid us in the attainment of these ends. We must be our own benefactors, inform ourselves of what is best to be done and feel assured that it can be done, because it has been done. Apathy and obstinacy may defeat what the laws encourage; what society demands; what enlightened perseverance may accomplish, and in that case, sinning against light how signal will be our calamity and how deplorable our disgrace.

MITCHELL'S OUTLINE MAPS.

Nassau, June 3, 1844.

Geography, is a study not inferior to any other pursued in our common schools, and I have for a long time felt the necessity of some improvement in the mode of teaching it. As taught heretofore, very many have come short of a thorough knowledge of this branch of study, owing not only to the deficiency in the plan itself, but also to the amount of time required to be devoted to it by the teacher. After a careful examination of these maps, for the purpose of ascertaining whether there have been any improvements made, not found in former works; and, also, whether a saving of time can be secured by their use, I have come to the conclusion that much benefit may be derived therefrom, not only in these, but in many other respects.

But while I believe the maps are every way well adapted to the use of our public schools, I think a very important and highly useful addition could, and ought to be made to the key.

This improvement which I would propose, and which is loudly called for, is, that it should contain the most correct pronunciation of the geographical names. Few only are acquainted with the proper pronunciation of these names, and scholars as well as teachers, demand something to obviate this difficulty. The object can be attained very easily by arranging the names in the key in a manner somewhat similar to the words in a lexicon; that is, write the name, and to its right, place the pronunciation. I think it would not secure the object desired to have a separate work containing these pronunciations, but that they should be in the key.

But if the improvement cannot be made in the key as now arranged, I think either Mr. Mitchell or some one else, should immediately issue a new one. If I mistake not, this can easily be done, by referring to Worcester's Lexicon, which contains these pronunciations, or to some other work. I have no hesitation in saying, that if such a work should appear, it would be purchased by the districts which have these maps, as well as by many of our instructors in common schools.

AN OLD TEACHER.

For the District School Journal.

MORAL EDUCATION.

MR. DWIGHT—It is with peculiar satisfaction that the friend of educational improvement witnesses the efforts now being made to incorporate moral training, as a fundamental and important part, with a common school education.

What is moral education? It is the development of man's moral nature, as intellectual and physical, are of the intellect and physical frame. Education is the harmonious development of the three departments. The modern philosophy as to the nature of the moral faculty, is, I believe, generally established. According to this, there is a faculty of the mind, which in its healthy state, unerringly points out the moral quality of actions, supported by Abercrombie, Rush, Reid, Stewart, Combe, Spurzheim, Wayland. The opposite theory is, to refer the virtue and vice of actions to reason or a process of reasoning, as to the benefit or disadvantage of the act under consideration, supported by Paley, Hume, Hobbes, Locke. The foundation of a system of moral education must be laid upon the first theory, otherwise moral, is mere intellectual culture. Prof. Wayland says, "He that does wrong, not only acts contrary to his nature, but contrary to the highest impulse of his nature; that is, he acts as much in opposition to his nature, as it is possible for us to conceive."—Wayland's Moral Science, p. 71. The true system of moral education seems to be, such an one as will exercise, and consequently develop the moral nature. Physical and intellectual education are analogous to moral. It is by the use of the respective faculties that they are developed and strengthened, by disuse that they are weakened or nearly destroyed. A moral text book is needed, which will treat of the nature of the moral faculty, contain moral problems for solution, various human characters to analyze, or any other matter which will give a true idea of conscience, or bring into use and exercise the moral faculties.

The cultivation of man's moral nature, is an engine that can revolutionize the world. This noblest part of his nature has been left unculti-

vated, weeds have choked its growth, the wind has perverted its original direction, and even its very existence has been questioned. Man has been taught from his very infancy that the commission of wrong is alluring and pleasurable, the performance of right self-denying and not productive of much happiness in this world. These errors are to be dissipated, and the attractions and allurements of a course of conduct in conformity with conscience, impressed upon the youthful mind. What a contrast between that intellectually educated but fiendish being in yonder prison, and him whom a nation's love delights to call the "Father of his country!" I once was a district school master, and I look back upon the efforts then made to teach my pupils virtue, as the most pleasurable reminiscence of that period.

Says the philosopher, Dr. Rush, "The extent of the moral powers and habits in man, is unknown. It is not improbable that the human mind contains principles of virtue, which have never yet been excited into action. . . . I am not so sanguine as to suppose that it is possible for man to acquire so much perfection from science, religion, liberty and good government, as to cease to be mortal; but I am fully persuaded, that from the combined action of causes, which operate at once upon the reason, the moral faculty, the passions, the senses, the brain, the nerves, the blood and the heart, it is possible to produce such a change in his moral character as shall raise him to a resemblance with angels."

Is it the dream of an enthusiast that looks for a period in man's progression, when his moral powers will be so highly cultivated that no one will need the protection of law; when in the words of Professor Potter, (at the Rochester convention) no jail, prison or gallows shall be needed, to restrain mankind from the commission of crime? W. B.

Baldwinsville, Onon. co.

NORMAL SCHOOLS.

Extracts from the Report of the committee of the Assembly of this State, on colleges, academies and common schools, of which the Hon. Mr. HULBURD was chairman, in regard to the distribution of the Literature Fund, and the establishment of a Normal School.

It is a teacher's high prerogative to develop the faculties of human beings. If he mistake his calling—if he mistake the true principles of his art, to educate,* to develop—and aim merely to instruct,† to instill—not only the child, but the man, will carry to the grave the sad effects of this ignorance and incompetency. Such a course stunts and dwarfs the whole mental and moral nature; it renders the intellect a mere passive recipient of words and signs, and words and signs only, instead of ideas, it will evolve—it will be clothed "with a vesture of apparent information"—but the power—the originality—the expansion of mind—are enfeebled, constrained and circumscribed. It creates the form—it constructs the mechanism of education—without breathing into it a living soul. It prepares the child to make

use of his acquisitions just as the ancient Roman artist did, who was taught to copy with life-like precision the Grecian master-pieces—just as does the serf of the Russian noble, at the present day, who is trained to execute at command, difficult pieces of music, or make facsimiles of paintings of the best modern Italian or Flemish masters—without the slightest advance of the operative or intellectual stature—or without one power of producing an original conception.

How many of our ten thousand teachers have ever known that education, even a common school education, should be directed to the due development, the symmetrical cultivation of the physical, the moral, and the intellectual faculties of every child? How many have known the constant, careful, practical use to be made of this knowledge, if possessed, in the treatment of every child? That to educate the moral powers to the exclusion or total neglect of the intellectual, would be detrimental in the extreme, rendering their subject the victim of superstition and the sport of passing delusion. To educate the intellect to the neglect of the moral nature, would be to give talent and power without principle—in other words, it would be to educate for the penitentiary, the prison cell, the scaffold of the gallows, the grave of the suicide!

Again, how many are ignorant of the distinction between intellect and feeling, between ideas and emotions—know not that these two classes of mental operations are called into activity by very different objects, cultivated by different processes—and that as one or the other predominates in the mental constitution, produce very different results both in conduct and character?

Oh, woe for those who trample on the mind,
That deathless thing! They know not what they do,
Nor what they deal with! Man, perchance, may bind
The flower his foot hath bruised; or light anew
The torch he quenched; or to music wind
Again the lyre string from his touch that flew,
But for the soul! Oh! tremble and beware
To lay rude hands upon God's mysteries there!

In addition to the true discernment of his duty as an educator, there are other requisites, without which, perhaps, no one should be permitted to have the care of the young. Time will not permit us to dwell here upon the importance of a teacher's social and moral qualifications—his mildness, his generosity, his patience, his sense of decorum, his kindness, his cheerfulness, his love of virtue, his reverence for his Maker. These constitute the most precious traits, the richest ornaments of childhood; and there is no parent so debased as not to desire even in the depth of his debasement, that his child should grow up the possessor of all these qualities? Yet how often have the very means that should have implanted and cherished all these graces, been neglected in the unsuitable selection of a teacher, the constituted delegate of the parent! How can the teacher cause his pupil to feel the truth and beauty of what has never touched or entered his own soul?

We are sometimes almost tempted to believe that much of what has been written and sung about our earliest moments, is but the dreamings of a beautiful fancy; and yet who that pauses amid "being's busy bustle" and thinks upon childhood—all its joys and its brief tears—its soft purity and its brave gentleness—its charity that thinketh no evil—its hope that believeth all things—does not feel as well as know that it is

* E-tuce, lead from, draw out, &c.

† In-trus, build on or over, &c.

the one green spot to which manhood often looks back, and sighs that but once only through it runs the thoroughfare of individual existence. How rarely too is the evening of any life so dark that the dimmed eye of age, sightless though it be to all things present, does not fix and fasten upon that far off Auroral brightness? How easily are we thus by observation and experience brought to believe that

"Heaven lies about us in our infancy."

If thus pure and precious and permanent are the impressions of childhood, how inappreciably important the character of the agents that produce them. The parent, the mother, is the first natural observant of these glimpses of a higher nature; how easily we can excuse that beautiful superstition which teaches her that the smiles of her sleeping infant are "gleams of fairy visitings or angel ministrations."

If the mind were as Locke and others of that school supposed, like a sheet of paper on which might be inscribed whatever characters we pleased, how immeasurably important that an intelligent artist should be selected who had studied long and well, not only the mysteries of his art, but the precepts of its great masters! But far different is the mind from being a passive recipient of ideas, it is rather "a germ with distinct tendencies folded up within it." The earliest unfolding of this germ, the virtuous and intelligent mother, watches and fosters—

"Till, fold after fold, to the fainting air,
The soul of its beauty and love lays bare."

Too soon by the force of circumstances, the child is removed from maternal guidance and faithfulness, and placed under the care of the schoolmaster. Shall that most "sensitive plant" blossom with culture or droop by neglect—shall it expand in part and be blighted in part—shall it grow up with noxious excrescences, unsightly distortions, or exhibit the graceful proportions of symmetrical beauty? Under God, these are questions that for answer depend almost wholly upon the character, the qualifications of the teacher.

Taking such a child, from such a mother, an intelligent teacher would aim by suggestive education to carry the mental and moral powers from one process of development to another. The vicious child of a neglectful or immoral mother, would require an opposite training; conscience would need first to be awakened, enlightened and invigorated—first to cultivate the intellect of such a child, would produce a knave, if not a worse offender.

The day is fast approaching when the intelligent, thoughtful parent will no longer entrust his child with a teacher who is incapable or incompetent of making these discriminations. The importance of having these germs of immortal existence nurtured and matured by safe and skilful hands, is beginning to be realized. If such are not found in the common school, resort will be had to the high school, the select school or the academy.

Aside from any moral or intellectual considerations in behalf of his child, the parent will be governed—he is—by economical considerations. The teacher that can in four months or a year, advance a school as another teacher will be able to in eight or twenty-four months, will be sought after; if he is found in the public school, the

public school will be patronized; if only at the high or select school, then such school will be patronized at the expense of the common school. As stated in another part of this report, the normal teacher in Massachusetts is found on trial to be able to put a school forward much more rapidly than teachers who have not had equal advantages. And must there not be something in having trained teachers in schools to accomplish such results? How else is it that at 14 years of age the Prussian scholar is discharged from school with attainments far superior to those our youth of 16 years possess?

This large saving of time, of clothes, of books, of school money, will not, does not, escape the observant eye.

Motives of public economy, besides the imperative necessity and obligation of doing something to bring the public schools up to the select and high schools, require that we should in earnest set about taking the incipient steps to obtain a permanent supply of competent teachers.

The committee do not indulge an expectation that an adequate supply of well-trained teachers for our schools can be furnished in a very brief period; this, whenever undertaken, and under the most favorable auspices, must be the slow work of years.

As already seen in a former part of this report, the state long ago set apart a specific fund for educating the teachers of its common schools. The plan adopted to ensure such education had so failed of the object, that the Regents of the University last year suspended all appropriations in aid of it. There now remains in the treasury, unexpended last year, the sum of \$4,800; at the end of the current year, unless otherwise appropriated, there will be an equal additional sum. The wisdom and forecast of former legislation, having made an appropriation, the revenue, of which this annual sum of \$4,800 constitutes a part, to educate common school teachers—no one, it is presumed, will have the hardihood to seek to resume for the state the use of it for general purposes, or to divert it to any other object, however meritorious, than that of educating teachers; nor can it reasonably be expected that the Regents will restore it to the teachers' departments.

Having then in the treasury available means that in good faith can be appropriated in furtherance of but one object, the committee believe they do no wrong to other institutions, and least of all to the "specific fund" itself, but rather best subserve the first great object of that fund, in recommending that the aggregate of these sums, \$9,600, be appropriated to establish a Normal school for the education and training of teachers for the common schools. After the present year the annual sum of \$10,000 is recommended to be appropriated from the literature fund in support of this institution. This amount will not be regarded as too large, when it is borne in mind that it is desirable that accommodations should be made for from 150 to 200 pupils; that if suitable buildings are furnished, there will be serious items for furniture, blackboards, apparatus, text-books: salaries of three or four assistant teachers and one principal will require a very considerable amount. But after meeting all such expenses and charges, the committee indulge the hope that the appropriation will not be so far

exhausted that those charged with the general superintendence of the school will have no means left to make a weekly allowance towards the maintenance of one class of pupils.

It is not the result of gallantry or of that complaisant homage which in every refined and christian nation is the accorded due of the female sex, that has given to the sex an unequivocal preference in teaching and controlling the young. It is not superior science, but superior skill in the use of that science, it is the manner and the very weakness of the teacher that constitutes her strength, that ensures her success. For that occupation she is endowed with peculiar faculties; while man's nature is rough, stern, impatient, ambitious—hers is gentle, tender, enduring, unassuming. One always wins, the other sometimes repels; the one is loved, the other sometimes feared. Kindness and quickness of apprehension, frank sympathy with the young, endear and attach, and when the scholar's confidence and attachment are once gained, he is henceforth easily taught and governed.

In childhood the intellectual faculties are but partially developed, the affections are much more full; at that early age the affections are the key of the whole being; it must be possessed before the understanding can be opened to the easy ingress of knowledge. The female teacher readily possesses herself of that key, and thus having access to the heart, the mind is soon reached and operated upon; while the male teacher seeks, in direct approaches to the understanding, to implant scientific truth. Here we have the solution of the problem—of the superior success of female teachers with small scholars; although thus resolved the cause will remain while the different natures and temperaments of the two sexes remain. One of the distinctive characteristics above hinted, deserves a further remark; that while the habits of female teachers are better, their morals purer, they are much more apt to be content with, and continue in the occupation of teaching. It is an employment to which, as already said, they are peculiarly adapted, and wherever they have attempted they have succeeded. In Massachusetts, where females have been most employed, they have been most appreciated. In the winter and summer schools, 6,715 teachers were last year employed, 4,901 of whom were females; in 1841, of 6,503 teachers, 4,112 were females; showing a gradual increase. As already seen at the Barre and Bridgewater institutions, where both sexes were received, and where only such were admitted as signified that it was their intention to teach, the number of females over males preponderated more than three to one.

As they will be more apt to teach when educated, more likely to continue in the employment, ask and receive less wages than males, the committee believe the state should hold out some inducement to females, perhaps to the number of two-thirds of all the pupils admitted who have attained the age of 16 years complete, and who are physically and morally and intellectually properly constituted to become teachers, and who shall signify it to be their intention so to do—to spend a year or more at the normal school.

The different counties should be entitled to send pupils to the school in the same proportion they are represented in the Assembly; the county superintendents associating with the first judge of the county, might, perhaps, safely be

entrusted with the power of recommending pupils; it being understood that no one would be received until examined, or continued after being admitted unless commendable proficiency was made in the science and in the practice of teaching.

The terms of admission, the course and duration of study, the testimonials to be given on the completion of the course, and finally all the detail of regulations to organize and govern such an institution, may better be left to the deliberation and sound judgment of those under whose supervision and control the whole subject matter is placed, than an attempt be made to particularize them in a report, or digest them into a legislative enactment.

It will be noticed that the committee speak of the establishment of one normal school; did our present means seem to warrant it, the committee would with confidence recommend the immediate establishment of at least one in each of the eight senatorial districts; if one is now established, and that is properly endowed and organized, there cannot be a doubt that not only one will be called for in each of the Senate districts, but in a brief period very many of the large counties will insist upon having one established within their limits. The establishment of one is but an experiment—if that can be called an experiment which for more than a century has been in operation without a known failure—which, if successful, will lead the way for several others. It is believed that several of the academies now in operation can and will be speedily converted into normal seminaries, when the period arrives for the rapid improvement of education; in this way there will be no loss of academic investment, and the great interests of the public will be as well or better subserved than they are at present.

The committee believe the "experiment" should be tried at the capitol; if it cannot be tested in the presence of all the people, it should be before all the representatives of the people. As a government measure it is untried in this state; the result therefore will be of deep interest.* Here at each annual session of the legislature, can be seen for what and how the public money is expended; here can be seen the exhibitions of the pupils of the seminary and of the model school; here, if unsuccessful, no report of interested officials can cover up its failure, or prevent the abandonment of the experiment; here citizens from all parts of the state, who resort to the capital during the session of the legislature, the terms of the courts, &c., can have an opportunity of examining the working of the normal school system, of learning the best methods of teaching, and all the improvements in the science and practice of the art; those who in the spring and autumn pass through the city and from the great metropolis, those who from all parts of the Union make their annual pilgrimage to the fountains of health, will pause here to see what the Empire State is doing to promote and improve the education of her people.

* The committee are aware that the public schools in New-York owe much of their success and celebrity to teachers trained in normal schools in that city; that a school for educating teachers for some few weeks in each of the last two years, has been kept up in the county of Fulton. As private enterprises such efforts are praiseworthy, but they cannot supply the place—possess the influence or produce the effect of a central government institution.

In confirmation of the views of the committee as to the eligibility of this location, one of several authorities must suffice. The able and popular treatise of The School and Scholmaster asks, "Why not plant a teachers' seminary or normal school, sufficient to accommodate one or two hundred pupils, at the capital, where it can be overlooked by the officer who has been charged by law with the superintendence of primary instruction, and where it can be visited by members of the legislature, strangers and others, thus sending its influence to the remotest extremities of the state, and even of the nation."

If located here, it would be as easy of access for pupils from all parts, as any selection that could be made; here it could be placed under the direction of the superintendent of common schools and of the Regents of the University; if located elsewhere, a new class of officers must be created to take charge of the institution.

One objection of considerable force may be urged against the location, increased expense of subsistence in the city, over the country; that has not been found an obstacle in the way of the prosperity of, and large attendance at, the Medical College and Female Academy of this city, and at several institutions of literature and science in New-York. Perhaps, as more than an equivalent offset to this objection, the committee are authorized to say, if a normal school is established and located here that buildings and rooms suitable to accommodate the institution will be provided without subjecting the state to any additional expense.

In concluding this long report, the committee would fain ask, is there no responsibility resting upon this legislature to do something to lessen some of the evils of our school system? Is there no obligation resting upon us to make at least an effort to renovate the schools—to supply them with competent teachers? Can we adjourn, having filled a volume with private and local bills, without yielding a pittance of our time to consider, and perfect and pass an act of vital interest to the right education—the well being of more than 600,000 of the children of this state? Have none of us read and felt as that noble Prussian expressed himself: "I promised God that I would look upon every Prussian peasant as a being who could complain of me before God, if I did not provide for him the best education, as a man and a christian, which it was possible for me to provide?"†

"When education is to be rapidly advanced," says president Basche, "seminaries for teachers afford the means of securing this result." Do we not owe it to the long neglected children—do we not owe it to the state itself—do we not owe it to the whole country—that these "approved means" for the rapid advance of the best education—should at once be prepared?

"Duties rising out of good possessions,
And prudent caution needful to avert
Impending evil, equally require
That the whole people should be taught and trained.
So shall licentiousness and black resolve
Be rooted out, and virtuous habits take
Their place; and genuine piety descend
Like an inheritance from age to age."

*Page 249. Vide also Superintendents' Reports, 1844, page 636.
†Dinter.

COMMON SCHOOLS IN N. HAMPSHIRE.

A lively interest in the improvement of Common Schools has been excited in New-Hampshire. In some parts of the State, County Conventions have been regularly held for several years, and a good deal has been done, to good effect. The Journal gives a full account of a State Convention held at Concord during election week. A similar one was held last year; and Mr. Bouton, from a committee then appointed, reported for consideration this year, the following resolutions:—

1. *Resolved*, That a committee of three be appointed to report to the Convention what Grammars, Spelling Books, Geographies, Histories, &c. &c., so far as they can obtain information, are used in the schools in this state: and such other facts and suggestions concerning text books as they may think best.

2. *Resolved*, That a committee of three be appointed to report to the Convention on the expediency of establishing a Normal School in this state: and to suggest some method for its establishment.

3. *Resolved*. That a committee of three be appointed to report to the Convention, whether any revision of the laws regulating the schools in the state is required: and if so, to suggest what alterations are required.

The committee appointed under the last resolution subsequently reported, among others, the following:—

Whereas by the 83d article of the Constitution of New-Hampshire, the public and primary schools and seminaries, and the interests of literature and science, as also the moral education of our youth, are placed under the superintending care of our legislature: therefore,

Resolved, That the duty imposed upon the legislature cannot be duly performed without full and ample information upon those subjects.

Resolved, That no efficiency can be expected in the furtherance of those objects, without proper officers, whose specified duty it shall be to discharge the details thereof.

Resolved, That a Superintendent of Common Schools, or a Board of Education, should by law be appointed; whose duty it shall be to receive, prepare and publish a suitable and annual digest of the common school statistics: and that a copy of such digest shall be furnished to the town clerk of each town in the State; and that said superintendent or board, take a general supervision of the school.

Resolved, That the town clerk of each town should by law be required, under penalty, to make reasonable return to said superintendent or board, of a copy of the report of the superintending school committee of such town.

Resolved, That we deem it highly important that provision be made by law for the establishment of school libraries in the several school districts throughout the state.

These resolutions were adopted. There was a good deal of discussion, and formal addresses were made by Hon. Salma Hale of Keene, and Hon. Horace Mann of Boston. The meetings continued three days; and the Journal pronounces it the most important School Convention ever held in New-Hampshire.

MISCELLANY.

(Cotton—*Gossypium herbaceum*.)

COTTON.

There are many species of the cotton plant, and their number is being constantly increased by the researches of botanists, while their varieties appear scarcely to have any limit. To the cotton planter it is a matter of much interest to become acquainted with all these distinctive varieties, as some are incomparably more valuable than others, in the quantity and quality of their produce.

The *Gossypium herbaceum*, or common herbaceous cotton plant, is the species most generally cultivated. This species divides itself into annual and perennial plants. The first is her-

baceous, rising scarcely to the height of eighteen or twenty inches. It bears a large yellow flower with a purple centre, which produces a pod about the size of a walnut. This, when ripe, bursts; and exhibits to view the fleecy cotton, in which the seeds are securely imbedded. It is sown and reaped like corn; and the cotton harvest in hot countries is twice,—in colder climates, once, in the year. This species is a native of Persia, and is the same which is grown so largely in the United States of America, in Sicily, and in Malta. There is another species of herbaceous cotton which forms a shrub of from four to six feet high.

(Shrubby Cotton—*Gossypium religiosum*.)

The *Gossypium arboreum*, or tree cotton, is of much larger growth. If left without being pruned to luxuriate to its full height, it has sometimes attained to fifteen or twenty feet. The leaves grow upon long hairy footstalks, and are divided into five deep spear-shaped lobes. This shrub is a native of India, Arabia, and Egypt.

Another species is distinguished by the name of *Gossypium religiosum*. No reason is assign-

ed why Linnæus should have bestowed on it so singular a title. It is cultivated in the Mauritius. There are two varieties of this species, in the one the cotton is extremely white, in the other it is of a yellowish brown, and is the material of which the stuff called nankeen is made; it may therefore be presumed that this species is a native of China, whence nankeen cloths are obtained.



[Tree Cotton—*Gossypium arboreum*.]

Of all the species the annual herbaceous plant yields the most valuable produce. The "sea-island cotton," imported into England from Georgia, bears a price double to that imported from any other country.

The quantity of cotton which each plant yields is as various as its quality. Accordingly there are scarcely two concurrent opinions to be collected on this subject. The average produce per English acre is reckoned by different writers at various quantities, varying from one hundred and fifty to two hundred and seventy pounds of picked cotton.

The cotton plant will grow in most situations and soils, and is cultivated with very little trouble or expense. According to Humboldt, the larger species which attain to the magnitude of trees require a mean annual temperature of 68° Fahrenheit; the shrubby kind may be cultivated with success under a mean temperature of 60° to 64°. The plant is propagated by seed.

When the season has been favorable, the cotton is in general fit for pulling about seven or eight months after it has been sown. This pe-

riod is, however, well indicated by the spontaneous bursting of the capsule or seed-pod. The plantations at this time present a very pleasing appearance. The glossy dark green leaves scarcely contrast with the white globular forms profusely scattered over the tree. In the East the produce is gathered by taking off the whole of the pod. In other parts, and this is the more general practice, the seeds and cotton are taken away, leaving the empty husks. The first is of course much the most expeditious method, but it has a very serious disadvantage. The outer part breaks in minute pieces and thus mixes with the cotton, which cannot be freed from it without much time and difficulty. Whichever method is pursued this work is always performed in the morning before sunrise, as soon as possible after the cotton displays itself, because long exposure to the sun injures its color. The cotton shrub does not in general last more than five or six years in full or productive bearing; the plantation is therefore generally after that period renewed.



[Cotton, showing a pod bursting.]

The separation of the cotton from the seeds is a very long and troublesome operation, when performed by the hand; for the fibres of the cotton adhere tenaciously to the seed, and some time is consumed in cleansing even a small weight of so light a material. In the greater part of India, the use of machinery for this purpose is unknown, and all the cotton is picked by hand. A man can in this manner separate from the seeds scarcely more than one pound of cotton in a day. The use of the machine called a gin, very much facilitates the process. This machine in general consists of two or three fluted rollers set in motion by the foot in the manner of a turning-lathe, and by its means one person may separate and cleanse sixty-five pounds per day, and thus, by the use of a simple piece of machinery, increase his effective power sixty-five times. But a still greater increase may be obtained by the employment of more complex engines. In the United States of America mills are constructed on a large scale, and which are impelled by horses, steam, or other power. Eight or nine hundred pounds of cotton are cleansed in a day by one of these machines, which requires the attendance of very few persons.

Entirely to cleanse the cotton from any remaining fragments of seed, it is subjected to another process. This consists in whisking it about in a tight wheel, through which a current of air is made to pass. As it is tossed out of this winnowing machine it is gathered up and conveyed to the packing-house, where, by means of screws, it is forced into bags, each when filled weighing about three hundred pounds. These are then sewed up and sent to the place of shipment, where they are again pressed and reduced to half their original size.

Before the invention of spinning machinery in 1787, the demand for cotton-wool in England was comparatively small. In the 17th century we obtained our trifling supply wholly from Smyrna and Cyprus, and when we were even receiving it from our own colonies, we find that from 1763 to 1787, the average annual import was barely four millions of pounds. In 1786 we imported 19,900,000 pounds; viz. 5,800,000 pounds from the British West Indies; 9,100,000 from the French, Spanish, Portuguese, and Dutch Colonies; and 5,000,000 from Smyrna and Turkey.

The average annual import for the last six years has been 777,372 packages—each bale weighing about 2½ or 3 cwt.

Of 227,760,000 lbs. of cotton-wool imported into the United Kingdom in 1823, 151,752,000 lbs. were from the United States; 29,143,000 lbs. from Brazil; 32,187,000 lbs. from the East Indies; 6,454,000 lbs. from Egypt; 5,893,000 lbs. from the British West Indies; 726,000 lbs. from Columbia; and 471,000 lbs. from Turkey and Continental Greece.

NOTICE TO PUBLISHERS.

A Committee has been appointed by an Educational Convention of Teachers, Town Superintendents and others, of the county of Seneca, consisting of De Witt Clinton Van Slyke, George H. Boitsford and Walter Livingston, to select a full series of Text-Books, and report the same to the "County Institute" which convenes in this village on the 15th of October next. Authors are requested to furnish copies of such works as are published by them directed to the care of E. R. Lundy, Waterloo. All works received, will be duly appreciated by the committee.

W. C. LIVINGSTON, Pres't. Com.

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